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ABSTRACT

This effectiveness review of the California Literacy Campaign (CLC), a program designed to significantly reduce the number of functionally illiterate adults in California, was submitted to the California State Library for consideration of continuation of state funding beyond 1984-85. The review includes an analysis of existing data (state library directives, guidelines and criteria, and second-quarter reports of the 27 funded projects in public libraries); telephone interviews with a sample of adult literacy students; and a written questionnaire survey of a sample of tutors. This evaluation incorporated a modification of the discrepancy model which compares a program's performance to the standards set for its performance. The analysis of existing data was conducted in three steps: all standards, goals, and outcomes set for the campaign at various stages in its first two quarters of development were reviewed, refined, and organized into major program outcomes and processes; all available data were analyzed to determine discrepancies between intended and actual outcomes; and implications and recommendations for improvements were generated. Following an introduction which covers background, overview, study design and execution, a review of the literature, and definitions, the report is divided into four sections and appendices. They include: (1) The Adult Literacy Students; (2) The Tutors; (3) The 27 Library Literacy Projects; and (4) The Work of the California State Library. A CLC project locations map, the student interview guide, the tutor questionnaire, and the library literacy project directors' questionnaire are appended. (THC)

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CALIFORNIA LITERACY CAMPAIGN

PROGRAM EFFECTIVENESS REVIEW

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ACKNOWLEDGMENTS

There have been some very meaningful adult literacy initiatives in the United States in the past decade, but nothing any more exciting than the California Literacy Campaign which was initiated by the California State Library and now is gathering support from every corner of the state.

A major adult literacy campaign must have the following ingredients in order to succeed: popular support, political support, major funding and the active participation of business, industry, the educational system, the library systems, the government and the religious community. Most of those ingredients either already are in place or are quickly being developed in California.

To have had the opportunity to prepare this report has been a unique opportunity to see democracy in action. To all who made this report possible with their splendid cooperation and enthusiasm, but especially to the California State Library staff, to the 27 project directors and the scores of students and tutors who provided the raw data upon which the report was built, thank you.

Perhaps some readers will find it helpful to know something about the evaluation team.

Jean Flatley McGuire holds a Bachelor's degree in psychology and is presently directing the start-up of community residence facilities for mentally retarded residents in Washington, D.C. She has had 7 years' experience in developing, planning and participating in the initiation of educational and other social service projects. She has worked as both a special education teacher and as coordinator of social services in a special education program.

Christine H. Yeannakis is completing her Ph. D. in educational psychology and evaluation. She has a Master's degree in education, with a specialty in reading. She presently is directing a public substance abuse program in Virginia. She has more than 10 years' experience in adult literacy work, plus extensive experience in developing, planning and managing innovative educational programs.

Mark F. Wurzbacher holds a Master's degree in sociology. He is presently self-employed as a human services consultant providing project development, management and evaluation services to 10 education and rehabilitation agencies in the Washington, D.C. area. He has had 15 years' experience as an organizational developer and provider of technical assistance to managers of social service programs.

Martha A. Lane, the director of this evaluation project, holds a Master's degree in magazine journalism. She has had 18 years' experience in adult literacy work in Canada and the

United States. For the past decade she has directed Lutheran Church Women's Volunteer Reading Aides Program, which has taken her to communities throughout North America. She has had extensive experience in organizing literacy programs, curriculum writing, training basic literacy and ESOL trainers and tutors, and providing technical assistance to community-based adult literacy projects.

ABSTRACT

The California Literacy Campaign was established by the California State Library with the September, 1983, commitment of $2.5 million in federal Library Services and Construction Act (LSCA) funds. All public libraries in the state were invited to develop literacy project proposals and apply for an LSCA grant for the period January 1 - September 30, 1984. Twenty-seven projects were funded.

There are an estimated two to four million adults in California who are functionally illiterate. The Campaign's purpose was to significantly reduce that number through library-initiated, community-based adult literacy projects. The Campaign was intended to always supplement existing efforts underway in the formal public school adult education programs, in community colleges and in volunteer literacy programs. Special emphasis was placed on reaching English-speaking Americans who have difficulty succeeding in traditional classroom situations.

The California Literacy Campaign, after just a few months' existence, was showing signs of unusual success and potential. In June, 1984, therefore, an augmentation of $2,635,000 in state general funds to the State Library's 1984-85 budget was appropriated to continue and expand the California Literacy Campaign. In addition, $212,000 was provided to continue the technical assistance and consultative services offered by the State Library.

Consideration of continuation of the funding beyond 1984-85 was to be dependent upon the results of a program effectiveness review. This report is submitted in fulfillment of that requirement.

The program effectiveness review included analysis of existing data (State Library directives, guidelines and criteria, second-quarter reports of the 27 projects); telephone interviews of a sample of adult literacy students and a survey of a sample of tutors by means of a written questionnaire.

It must be emphasized that: 1) this report was based on data available through August 31, 1984, and considerable growth has taken place since that time; 2) the summer months often are slow times for adult literacy programs due to both students' and tutors' schedules being altered by family vacations and/or seasonal work demands and 3) the Campaign was only eight months old at the time of this review.

The early accomplishments of the Campaign, especially in light of the above influencing factors, have been truly amazing. Indeed, the California Literacy Campaign has accomplished in eight months what many community-based adult

literacy programs would have needed at least two years to do.

Approximately 3,500 students have been enrolled in California Literacy Campaign (CLC) projects, where most are receiving one-to-one tutoring. Approximately 1,000 more were referred to community programs more suited to meeting their needs (i.e. persons too advanced for CLC projects were referred to community college programs).

The students are about equally divided between men and women; 53% are employed and 51% are their family's primary wage earner; 75% receive no public assistance of any kind. Twenty-four percent had completed 8 years or less of schooling. Most students heard about the California Literacy Campaign on television or from family members who had learned about it from television or newspapers.

This early in the project, the main success indicators must be based on client satisfaction. Later, success can be based on more formal evaluation activities. It is obvious that the students are excited and pleased about the help they are receiving: 62% rated their tutor's overall job as "excellent"; 22% said "very good" and 14% felt their tutors were doing a "good" job.

Ninety-four percent of the students said the CLC reading lessons are helping them at home, at work and with their self-esteem and self-image. They were able to give concrete examples of how and why:

> "I got tired of being illiterate."
>
> "I can read. I can write a paragraph. Spelling is improved about 100%."
>
> "I know bookkeeping and filing, writing out bills and receipts--everyday things--balancing checkbooks."
>
> "I can write to my sisters."
>
> "In my new job we use computers and we need to read better."
>
> "I can handle my life better."
>
> "I've learned quite a bit and feel real good!"

Many students wanted more frequent and longer tutoring sessions. Most students expressed a willingness to study via computer (71%) or videotape (63%) in addition to working with their tutors. Clearly, the adult students are serious about improving themselves and confident tht CLC projects can help them to meet their personal literacy goals.

The successful recruitment of students reflects the quality and sustained efforts of both state and local public awareness activities. The successful learning experiences of students, on the other hand, speaks well of the Campaign's recruitment and training of tutors, securing of appropriate learning sites, and over all program management.

The tutors are receiving training in a variety of methods and materials , based on the needs of the students to which they are assigned. They also are given special training in working with undereducated adults. Inservice training opportunities are provided on an ongoing basis.

Most of the tutors (91%) are women; 47% are their family's primary wage earner; 39% have attended some college and an additional 55% are college graduates or have advanced degrees. Sixty-six percent of the tutors evaluated their initial training as "very good" (37%) or "excellent" (26%). As of August 31, 1984, nearly 2,400 tutors had been trained by CLC projects. The majority of tutors were matched with students before, during or within 2 weeks of completing their initial training.

The CLC projects have established more than 400 neighborhood learning sites, nearly half of which are libraries. Churches, schools and community centers are the next most commonly used sites.

Although it is difficult to ascertain cost effectiveness so early in the project, especially since evaluation and data collection activities have not been fully implemented, the project seems to have generated at least $1,298,000-worth of in-kind contributions (including volunteer service hours). One project reported that it already had received in-kind contributions (materials and volunteer service hours) of greater dollar value than the LSCA grant it had received.

It is clear that the CLC projects could not have accomplished so much so quickly without the State Library's: 1) provisions for and insistence upon program flexibility (so that each project could tailor its reaching and teaching approaches to the specific needs of its particular illiterate adult populations) and 2) easily accessible, always supportive consultant and technical assistance services.

The support and cooperation CLC has received from all segments of the population, including adult literacy and adult basic education programs, is a good indicator of both the need for such an approach to literacy and of the professionalism and creativity with which the Campaign has been initiated.

Often the establishment of any quantity of learning sites is a drawn-out process for new literacy projects. The CLC efforts greatly exceeded the projects' objects regarding sites. This probably was due to the credibility of libraries ("We know something organized by the library is no fly-by-night operation," one person explained) plus the general quality of the projects' organization and management. Project directors named "logistics" as one of the primary contributions the library programs had made to the literacy effort in the community.

Every project had successfully developed some form of community coalition or partnership, through which neighborhood literacy-related resources could be linked and from which a local base of support could be built.

Most CLC requirements for project organization and implementation have been met--and well met--by all but a couple of projects. Two areas needing further work are evaluation and development of local funding resources. It is not surprising that these were not accomplished in eight months' time. Most projects had at least developed some strategies for evaluation. A number of projects indicated that more technical assistance is needed regarding coalition-building and fund-raising activities.

There are some indications that too many tasks were attempted too quickly in the first eight months of the Campaign. There is every indication that, should the Campaign be able to maintain its current level of qualitative and quantitative services, it will be one of the most successful community-based adult literacy programs ever attempted in the United States. Already the California Literacy Campaign has caught the attention of the nation. More important, it seems to be capturing the support and confidence of many of California's functionally illiterate citizens.

INTRODUCTION

Background

The existence of two to four million adults in California who are "functionally illiterate" was the impetus for the State Library's California Literacy Campaign (CLC) in 1984. The library-based campaign was intended to supplement existing efforts underway in the formal, public school adult education programs, community colleges and volunteer literacy programs.

There is much documentation of the fact that traditional, formal classroom instruction presents a formidable barrier to many illiterate adults who would like to participate in adult basic education programs. (This is often due to embarrassment about not being able to read, poor self-esteem, previous experiences of failure in school, and so on.) Consequently, there are many illiterate adults whose needs are not met by the school model. Further, more than 80% of the services previously offered in the state were directed to teaching English to those who speak other languages.

Local volunteer literacy organizations exist in many communities throughout the state and make a concerted effort to reach and to tutor illiterates, primarily on a one-to-one basis. However, these local programs are characterized often by lack of sufficient institutional support and funds to carry out their work. In the past they, too, emphasized services to persons needing to learn English. The total number of illiterate adults reached (especially those whose native language is English) has therefore been small in comparison to the large numbers in need.

The California Literacy Campaign builds on the existence of branch library facilities in over 1,000 communities in the state, and on the assumption that participation in the over all literacy effort is in the interest of the libraries. Libraries have the physical facilities, books and other learning resources for enriching the literacy student's experience. Further, if literacy programs can be incorporated into the library's basic services, there can be stable institutional support, administrative leadership and continuity.

In September, 1983, the State Librarian committed $2.5 million in federal Library Services and Construction Act (LSCA) funds, available on a one-time basis, to the California Literacy Campaign. All public libraries in the State were invited to develop literacy projects and to apply for an LSCA grant for the period January 1 - September 30, 1984. In December, 27 projects, establishing approximately 100 community-based library literacy services, were funded for a total of $2,523,000. Awards ranged from $30,000

(Watsonville) to $225,000 (Los Angeles County).

In April, 1984, State Assemblyman Tom Bates of Oakland became aware of the potential of the California Literacy Campaign and sponsored an augmentation of state general funds to the State Library's 1984-85 budget, to continue and expand the California Literacy Campaign. The Legislature and Governor concurred and $2,635,000 was appropriated for local projects. In addition, $212,000 was provided to continue the technical assistance and consultative services offered by the State Library. The augmentation of funds was specifically earmarked as part of the California Library Services Act, Special Services Component. The CLSA is administered by a statutory board of 13 members, for which the State Librarian is Chief Executive Officer.

The literacy augmentation was one of the few legislative augmentations accepted by Governor Deukmejian. His budget message read in part:

> "I am accepting the augmentation....in consideration of the significance of this problem and apparent early signs of program success. Continuation beyond the 1984-85 fiscal year will depend upon the results of a program effectiveness review."

The Governor's fiscal arm, the Department of Finance, required that, if continued funding was to be considered, a Budget Change Proposal (BCP) must be submitted by the State Library as part of the normal state budget process. The proposal was submitted on September 14, 1984.

The State Library requested that the data analysis and findings of the program effectiveness review by substantially completed by the end of September, and that the final report be completed and published by November 1, in time for Legislative Analyst Review.

Overview

The major questions to be answered by this study are:

1. How effective has the California Literacy Campaign (CLC) been in reaching and teaching functionally illiterate adults?

2. To what extent is the local community prepared and able to continue the adult literacy program relying exclusively on local resources?

3. To what extent have the individual projects been implemented according to the program design or derived from the principles explicated in the design prepared by the California State Library (CSL) staff?

Study Design and Execution

The extremely short timeline required for this study, plus the uniqueness and newness of the California Literacy

Further, the already-existing data available for analysis was largely unstandardized and impressionistic. Demographic and other information was often not available in ways that permitted straight-forward comparisons across programs. (This situation is common when a naturalistic and retrospective approach, rather than an experimental one, is used.)

For these and other reasons, it was decided to conduct the study in four phases: evaluation of existing data, interviews with students who are receiving or have received some tutoring through a CLC project, questionnaires to tutors who completed training in teaching and working with illiterate adults and questionnaires to the local library project directors.

The evaluation process first required analyzing various directives issued to the projects both prior to and after awards were granted, to determine what would best describe the overall goals of the campaign, and therefore of the projects. The issues which emerged were then synthesized into four major goals or intended outcomes:

1. Increase the number of functionally literate adults in the state;
2. Increase the number of literacy tutors;
3. Increase the number of adult literacy programs based in/established by community libraries; and
4. Promote the development of local interest and ownership of the projects so that continuation using exclusively local resources is possible.

This evaluation study incorporated a modification of the discrepancy model suggested by Povus (1971). This model compares a program's performance to the standards set for its performance. Following the model's guidelines, the evaluation of existing data was conducted in three steps: 1) all standards, goals and outcomes set for the Campaign at various stages in its first two quarters of development were reviewed, refined and organized into major program outcomes and processes; 2) all available data was analyzed to determine discrepancies between intended and actual outcomes and 3) implications and recommendations for improvement were generated.

The following already-existing data were available for analysis: project director's reports for the second quarter of the first project year; abstracts from the original proposals submitted by the projects; grant amounts awarded to each of the projects; the instruction package for LSCA applicants; pre-award state evaluation forms (Checklist of Criteria, LSCA Literacy Project Evaluation Form); guidelines from the state regarding reporting procedures (including the LSCA Three Month Quarterly Report Narrative, revised January, 1984 and the CSL Literacy Campaign's Second Quarter Report Narrative by Ruby, June 1, 1984); state office memoranda and news releases.

A process/outcome matrix was established to organize and interpret the already-existing data. This matrix was conceptualized by Patton (1971) and modified for use with community-based literacy projects by Wurzbacher and Yeannakis (1982) during their study of community literacy programs for Lutheran Church Women's Volunteer Reading Aides Program. (The process/outcome matrix is reproduced in the Appendix.) Components of their description of process and outcome variables are incorporated below.

The outcome variables, derived from the emerging four major goals of the California Literacy Campaign, are:

1. Students Who Read--to increase the number of adults who are functionally literate.

2. Tutors Who Teach--to increase the quality, quantity and suitability of persons involved in teaching functional literacy skills to illiterate adults.

3. Libraries Which Enable Adult Literacy Programs--to increase the libraries' leadership role and activities in addressing the problem of adult illiteracy.

4. A Public Which is Informed and Supportive--to increase public awareness of the nature and extent of adult illiteracy and to increase public support of programs, linkages and organizations needed and/or existent to address the problem.

The process variables were derived from the seven major activities local library literacy projects reported being engaged in for the achievement of these outcomes, namely:

1. Recruiting--activities for a) soliciting people to: create public awareness and support, train tutors, tutor and learn to read; and b) soliciting resources to: house project activities.

2. Training--activities for preparing library staff, literacy project staff, trainers, tutors, students, community coalition and neighborhood partner participants.

3. Matching--activities for matching needs and

people resources, i.e. matching tutors and students, coalition participants and tasks.

4. Tutoring--activities for facilitating public, library, tutor and student support of and participation in the teaching process.

5. Publicizing--activities for community consciousness-raising regarding adult literacy issues; informing the community of project needs, problems, successes; accountability reporting.

6. Planning and Evaluation--activities for assessing the results and effectiveness of activities engaged in to achieve project goals and objectives.

7. Financing--activities for covering the cost of tutoring services and project continuation.

The first focus of this report (contained in Sections 1 and 2) is the program's quantitative and qualitative effectiveness in reaching and teaching functionally illiterate adults. Secondly, the report focusses on the development and management of the community-based library literacy projects (Section 3). Thirdly, the report examines the California Liberacy Campaign from a state-wide perspective (Section 4). The fifth secticn will address major emerging issues which need to be addressed by the State Library and/or individual CLC projects.

Review of the Literature

There have been a number of studies documenting the extent of adult illiteracy in the United States. Several of the most significant were completed in the 1970s or were about literacy projects operating in the 1970s.

The following reports are mentioned because they seem relevant to the type of literacy projects which have been developed in and which may evolve from the California Literacy Campaign.

The Adult Performance Level Project, conducted by the University of Texas in the early 1970s, was one of the most significant studies. It tried to define functional literacy by other than grade-level equivalencies. The APL study defined some 65 objectives which were considered as requirements for daily living. A nationwide sampling of the adult population was used. The subjects were asked to read and answer questions about such everyday items as want ads, a telephone directory, and a job application form. The results were shocking: more than 20% couldn't read a store's check cashing policy notice; 14% couldn't fill out a check; 13% had trouble addressing an envelope. One drawback of the APL study was that attempts were not made to discover what illiterate adults themselves regarded as requirements for functional literacy.

In 1979, Adult Illiteracy in the United States, a report to the Ford Foundation by Carman St. John Hunter and David Harman, was published. This study examined several major categories of literacy projects: 1) programs whose fundamental goal is to develop or increase conventional literacy skills (examples would include such volunteer literacy organizations as Laubach Literacy Action and Literacy Volunteers of America, Adult Basic Education (ABE) programs, the Right to Read Program); 2) programs focussing on functional competencies and or on the functional concerns of ethnic or cultural groups (examples would include some ABE programs, neighborhood house and social service programs, also basic education efforts sponsored by the military and labor unions) and 3) programs that use the public media to deliver functional literacy and motivational educational programs (the British Broadcasting System's involvement in the Adult Literacy Campaign in Britain being a prime example).

The "principal overall recommendation" of the Hunter and Harman report was:

> We recommend the establishment of new, pluralistic, community-based initiatives whose specific objective will be to serve the most disadvantaged hard-core poor, the bulk of whom never enroll in any existing program.

A number of significant, smaller studies are emerging in the 1980s which deal with community adult literacy efforts. In most cases, they describe efforts which incorporate large numbers of volunteer tutors. A study of Lutheran Church Women's North American Volunteer Reading Aides Program (Wurzbacher and Yeannakis, 1982) found that volunteer literacy projects did not adequately involve students in the planning, operation and evaluation of literacy projects. Nor did most projects know very much about their target student populations. The study also demonstrated the increased effectiveness of programs using a paid staff instead of an all-volunteer staff.

An evaluation study of Project Learn (Pasch, 1984) looks at a large community adult literacy project affiliated with the Interchurch Council of Greater Cleveland, Ohio. Pairs of students and tutors were interviewed for the study. It included much demographic and attitudinal information, plus recommendations from students for project improvement. The average student remained in the program 267 days, was tutored for 51 hours and completed 30 lessons (in Laubach Literacy skillbooks). Students who purchased their own books, were in a previous literacy program or had more than one tutor remained in the program longer than other students. Student recommendations included: more interesting and advanced materials, more convenient meeting time and place, additional counseling assistance. Students' reading improvement was measured in pre and post tests. A strong, although imprecise, relationship was discovered between the 'number of lessons completed' and enhanced performance on the ABLE test measuring reading capability."

Adult Literacy: Study of Community Based Literacy Programs prepared by the Association for Community Based Education in 1983, studied projects which were "learner-centered" but which also responded to broader, community-wide aspirations. The report includes information about 36 such projects. The study's conclusions included:

> Groups vary in their understanding of what is meant by the terms "locally based" and "community based", but common to perceptions is an emphasis on working with a particular constituency to meet its needs.
>
> Institutional independence is a key characteristic of community-based programs, allowing them a flexibility that affiliated institutions tend to lack.
>
> Community-based programs are successful in reaching and serving the hardest-to-reach illiterates; their programs are structured to respond to the special needs of such populations.
>
> Program objectives focus strongly on economic and social self-sufficiency and individual/community empowerment; program outcomes indicate that individual lives are changed through participation in the program.
>
> Community-based literacy programs place a high priority on meeting learners' own objectives and needs, as opposed to applying a prescribed curriculum.
>
> Use of learner-centered, participatory methodologies is characteristic of many community-based programs.
>
> Community-based literacy programs emphasize the whole individual and provide a variety of education and support activities to help develop overall ability to function.
>
> Community-based programs are particularly concerned about their lack of visibility in the literacy field, and their need to strengthen links with others working in literacy. Increased visibiltiy and linkage are seen as factors in improving both managerial and educational effectiveness.

Definitions

One of the difficulties of attempting to develop an innovative program is a semantic difficulty: those outside of the program will assume traditional meanings of the terms used by the innovators, causing the uniqueness of the project to be misunderstood or misinterpreted. Sometimes the use of traditional terms presents problems even for project staff. One solution, of course, is to think up new terms. Perhaps that is something that will happen in the California Literacy Campaign. In the meantime, the following list and discussion of definitions is presented in an effort to clarify the terms used in and by the Campaign.

Illiteracy is defined by the California Literacy Campaign as "the lack of reading and writing skills in English needed to handle the minimal demands of daily living."

Literacy, obviously a key term in this discussion, is not so clearly defined by the Campaign. The following distinctions of different types of literacy, put forth by Harman and Hunter, are useful here:

> Conventional literacy: the ability to read, write and comprehend texts on familiar subjects and to understand whatever signs, labels, instructions, and directions are necessary to get along within one's environment.
>
> Functional literacy: the possession of skills perceived as necessary by particular persons and groups to fulfill their own self-determined objectives as family and community members, citizens, consumers, job-holders, and to members of social, religious, or other associations of their choosing. This includes the ability to obtain information for their own and others' well-being; the ability to read and write adequately to satisfy the requirements they set for themselves as being important for their own lives; the ability to deal positively with demands made on them by society; and the ability to solve the problems they face in their daily lives.*

---

* Hunter, Carman St. John and Harman, David. Adult Illiteracy in the United States. New York: McGraw-Hill Book Company, 1979. pp. 8-9.

(The California Literacy Campaign expresses concern with increasing the functional literacy rate of Californians. At this point in the Campaign's development, however, most projects seem to be concentrating more on what has just been described as conventional literacy. The difference between the two will be discussed in some detail in Section 5.)

Project directors/project coordinators are persons hired by the local libraries/library systems to direct the literacy project.

Tutor trainers are those who conduct training workshops for tutors and teachers. They may or may not be on library literacy project staff.

Tutors are persons who teach basic literacy and/or basic English skills to adults.

Students are adults who seek and/or are receiving tutoring services from the literacy projects.

California Literacy Campaign is the state-wide literacy effort initiated by the California State Library.

Coalition is defined in a variety of ways by the CLC and by the various projects. In all cases, however, it involves community groups working together (community partnerships) to combat adult illiteracy.

Community, according to State Library directives, may be an entire city or an unincorporated area and it may have several of the following characteristics: community public library; its own community college campus, post office, Chamber of Commerce, Realtors' Association, planning council; community-specific high school, newspaper, service clubs or branch of a service agency (i.e. Department of Motor Vehicles or Social Security); its own separate governing body or at least its separate Supervisorial or Council district; many residents who identify with the community; several cultures and neighborhoods.

SECTION 1. THE ADULT LITERACY STUDENTS

Background

This section is based primarily on data gathered by telephone and personal interviews from adult literacy students who are or recently were active in the California Literacy Campaign's 27 community-based library literacy projects.

Franklin and Thracher (1976) emphasize that measures of client satisfaction are "a valid form of program assessment" for a number of reasons including that "in many respects the individual is the best living expert on his/her own life experiences." Interviews of students was chosen as an important means of learning about the students' life experiences in general and their interaction with and evaluation of the California Literacy Campaign, in particular.

Interviewing adult literacy students has been considered to be a very difficult task among community-based, adult literacy projects. It was thought that adults with poor or non-existent basic literacy skills would be too embarrassed to want to discuss their experiences. Some recent studies (Wurzbacher, 1982 and Pasch, 1984) of such literacy programs have found the issue of student reticence to have been overstated or no longer true to the degree that it was a few years ago--perhaps both.

The student survey population, sampling frame, sampling method, sample size and the methods of data collection chosen were: students who are or were being tutored in the California Literacy Campaign; local project rosters of currently active and formerly active students as of July 31, 1984; a stratified random sample, on the basis of the relative proportion of each project's proportion to the statewide CLC population; 10% of statewide CLC current and former students (234); phone interviews augmented by in-person interviews by "disinterested" persons on-site as necessary.

A professional telephone survey company was hired to conduct the telephone interviews. Bi- and tri-lingual translators were recruited to conduct on-site interviews as necessary.

A number of problems hampered the student interviews from the start. Some literacy project directors, recalling the confidential nature of their project's services, were reluctant to release the names and telephone numbers of randomly selected students. Some of the students spoke languages for which special interview accommodations had to be made (especially Hmong, Lao). The number of call-backs normally used to reach interviewees (two or three) proved to be totally insufficient for this survey population, for reasons which are unclear. Approximately two dozen students declined to be interviewed. Difficulties were experienced in securing a "scribe" for the translator who was to conduct the interviews of the students from the projects serving Hmong students.

In the end, 93 student interviews were completed. The sample, therefore, needs to be regarded as a random sample, rather than a stratified sample.

Perhaps, as one project director suggested, the only way to have otten the hoped-for high completion of student interviews would have been to use long-time acquaintances.

We will look at the general characteristics of the adult students first, then analyze the data as to: recruiting, training, matching, tutoring and involving students in project planning and evaluation. This and each of the succeeding sections will conclude with a summary and discussion followed by specific recommendations.

General Characteristics of the Adult Literacy Students

The 93 students interviewed as of October 15, 1984, can be characterized as follows:

Forty-nine percent are male; 61% are married; 53% are employed (most full-time, some part-time); 51% are their family's primary wage earner and 75% receive no public assistance. Approximately 45% are aged 31 to 40; 22% have completed 8 years or less of school; 41% have completed 12 years of schooling.

English is the native language of 73% of the students. Eighty-one percent are/were being tutored and 13% are waiting for their first tutor.

Tables 1 - 5 provide more general demographic details of the adult literacy students interviewed:

Table 1: Sex

Male	49 %
Female	51
	100 % = (93)

Table 2: Marital Status

Married	61 %
Single	39
	100 % = (93)

Table 3: Job Status

Employed	53 %
Not employed	40
Retired	3
Other	4
	100 % = (93)

Table 4: Primary Wage Earner?

Yes	51 %
No	49
	100 %

Table 5: Public Assistance

Receives some	25 %	
Receives none	75	
	100 %	= (92)
No data =		(02)

Table 6: Types of Public Assistance Received

SS/SSI/Welfare	10
AFDC	8
Disability/medical	6
Rent supplement	1
Veterans ben.	1
Job training	1

Table 7: School Years Completed

SCHOOL YEARS:	NUMBER COMPLETED:	
Less than 5	11 %	
5 - 8	13	
9 - 11	25	
12 (includes 2 GED)	41	
Some college	10	
	100 %	= (90)
No data =		(03)

Table 8: Students' Ages

AGES:	PERCENT:	
Under 20	1	
21 - 25	14	
26 - 30	14	
31 - 35	26	
36 - 40	19	
41 - 45	8	
46 - 50	5	
51 - 55	7	
56 - 60	3	
61 - 65	2	
66 - 70	1	
	100%	= (90)
No data =		(03)

Recruitment of Students

Recruitment of students was undertaken in a variety of ways, most of them traditional. Most students first heard about the library literacy project on TV. Friends and family members also were major sources of information. Surprisingly, the library was the fourth most often mentioned source of information. (This is surprising because one would not expect poor readers to visit the library very much. Perhaps they went to the library because they took or met their children there. Or perhaps the first groups of students recruited weren't as poor readers as the project was trying to reach.)

The following table details the types of publicity with which the students interviewed were recruited.

Table 9: How did you first hear about the literacy project? (Some students gave multiple responses)

Television	25 %
Family members	13
Library (sign, brochure,staff)	11
Friend	11
Radio	9
School/teacher	9
Posters (mall, stores, post office)	6
Newspaper	6
Employment/unemployment office	3
Other	5
Don't know/can't remember	2
	100 % = (94)

Seventy-nine percent of the students interviewed have told family and/or friends about the library literacy project. Fourty-nine percent have referred other students to the program. Only 16 percent have done neither.

Training of Students

There is little indication that any kind of formal orientation or training is available to students to prepare them for getting the most out of their learning experience with the literacy project. A few students did mention that they were asked to meet and/or talk with new students. Presumably student orientation most often takes the form of an entry interview with the project director or a student-tutor coordinator.

Matching Students with Tutors/Teachers

Eighty-one percent of the students interviewed were currently being tutored or had received some tutoring through a library literacy project. Thirteen percent (12 students) were waiting for their first tutor. One student had waited two weeks, two had waited four weeks and two students had waited 5 weeks or longer. Seven did not indicate how long they had been waiting.

The Tutoring Experience

Students were asked several types of questions about their experiences with their tutors. Client satisfaction appears high, by all indicators.

When asked to rate the tutors' overall performance, 62% gave "excellent" ratings to their tutors. Only one person interviewed said the the tutor's work was poor. Students rated the tutors higher than the materials, as illustrated in Table 10:

Table 10: Students' Ratings of Tutors and Materials

How would you rate the overall job your tutor is doing?		How would you rate the books and other materials you are using?	
Excellent	62 %	Excellent	37 %
Very Good	22	Very Good	30
Good	14	Good	31
Not Very Good	1	Not Very Good	1
Poor	1	Poor	1
	100 % = (78)		100 % = (77)
No Data =	(15)	No Data =	(16)

When asked how tutors might do a better job of helping them, students overwhelmingly applauded things just the way they were being done ("no way", "the tutor is great", "she's doing the best she can"). Ninety-four percent of the persons receiving tutoring said the reading lessons were helping them. The "yes" responses (to an open-ended question) ranged from strong affirmation to some more hesitant answers:

> "Yes, a great deal."
>
> "Yes, I can read what I couldn't read before."
>
> "Oh yes! In my work, in my home. I talk English a lot more."
>
> "Yes. In my work. I feel better about myself. I have a lot more self-confidence."
>
> "Yes, I think they are."
>
> "Yes, my teacher is teaching me pronunciation and to write the whole word."
>
> "I learned enough to read the TV Guide."
>
> "I can read street signs and can understand more of what is said on TV."

Table 11: Are the Reading Lessons Helping in Any Way?

Yes	94 %
No	1
Don't know/just started lessons	5
	100 % = (73)
No Data =	(16)

Table 12: What Can You Read/Write Now That You Couldn't Before CLC Lessons?

General reading improvement	46 %
Personal reading goals	22
Personal writing goals	4
Survival/job-related	5
Improved self-confidence/life	3
Nothing/don't know/too early	19
	100 % = (82)
No Data =	(16)

Forty-six percent identified improved general reading skills (improved comprehension, sounding out words, grammar, longer and harder words, more words on a page) when asked about how the reading lessons are helping them. Twenty-two percent named personal reading goals which are being met or beginning to be met ("TV Guide", children's books and stories, Bible, novels, newspaper). Personal writing goals identified by students included writing personal letters, notes and stories. Survival and job-related skills mentioned included writing memos at work, bookkeeping, filing, bills and receipts, balancing a checkbook and writing shopping lists.

When asked for what particular reasons they had decided to take reading lessons, students most often mentioned general reading improvement (24%), job-related needs (22%) and personal reading and writing goals such as to read the Bible or write letters (21%).

One question asked students which, if any, of a number of extra types of learning activities they would be willing to try now, in addition to having their own tutor or teacher. The answers indicate the intensity of the students' desire to learn to read. Although some of the suggested activities would require students to expose themselves to other students in the learning process, there was little hesitation about trying most group-related activities. The notable exception was learning in a classroom situation. This possibly reflects the negative feelings many students have about previous school experiences.

Table 13: Are there some things in particular you wanted to read and write? (some multiple answers given)

General reading/reading improvement (books, everything, to read better)	24 %
Job-related (proposals, correspondance, diesel mechanics, welding, better job)	22
Personal reading/writing goals (Bible, letters, poems, children's books, driver's license)	21
GED/ Go on to/in school	9
Nothing in particular	9
English as a new language (conversation, reading and writing)	9
Self-improvement	6
	100 % = (85)
No data =	(14)

Table 14: Which of the following extra ways of learning would you be willing to try now, in addition to having a tutor? (multiple selections encouraged)

Small group (no more than 6)	52 %
Class (7 to 20 people)	18
Computer (i.e. at library)	71
Tape recorder (at library or home)	50
Television (special programs/home)	66
Videotape (at library, for example)	63
Films (at library)	52
Field trips (with teacher to practice what you've learned)	51

Student Involvement in Planning and Evaluation

As noted earlier, most students had told family and/or friends about the reading program and many had referred students to the reading program. In spite of such demonstrated eagerness about the literacy project, students' opportunity to directly be involved in the project was limited to putting up posters, attending student meetings, attending student and tutor meetings, being interviewed by the press. Five students had visited, written or called a public official about the literacy program. No students, however, had served on a literacy project committee. No students had spoken to or role played for new tutors at their tutor training workshops. It would seem that students are not being approached to help with planning or evaluating tasks.

Summary and Discussion

There are few recent, large-scale studies of adult literacy students who are participating in community-based literacy projects. In 1973, The NALA Study by John Stauffer, described 509 tutors and students participating in volunteer literacy programs associated with the National Affiliation for Literacy Advance (NALA).

The students enrolled in the California Literacy Campaign were markedly similar to those interviewed in Stauffer's study regarding sex, marital status, and employment status. A notable difference was in school years completed. Only 12.9% of the students in the Stauffer study had graduated from high school but 41% of CLC students reported completing grade 12 (this included two who had received a GED) and another 10% claimed having had some college. The difference may reflect the changing population of adults seeking to improve literacy skills. (An Evaluation Study of Project Learn Students and Tutors: 1982-1984 by Marvin Pasch found that 34% of the students in that Cleveland, Ohio, program had completed grades 11 or 12.) Since the CLC project is new, it is also possible that those responding to the early recruitment information represented more highly motivated, success-oriented students than the intended target populations.

It must be emphasized that the number of school years completed is not necessarily a reliable indicator of functional literacy. For example, 36 of the 53 students who were both pre- and post tested in the Cleveland study scored at a less than grade 2 level of reading upon entry into the program.

While standardized pre-testing of CLC students to attain grade-equivalent reading levels was not done by most projects, more than 60% of CLC students were estimated to be below a grade 3 reading level at the time of their enrollment.

Fifty-three percent of the students interviewed in the Stauffer study and 51% of the CLC students interviewed were their family's primary wage earner. Approximately 20% in both studies received some form of public financial assistance.

The general demographic information suggests that general recruitment efforts are going well in the majority of projects but that projects are experiencing some trouble in reaching the more "hard-core" adult poor readers. An overview of who non-reading and poor-reading adults are in this society will help to explain the significance of the different potentional adult literacy student populations.

Hunter and Harman suggested that illiterate adults in the United States can be divided into four broad groupings, characterized as follows:

Group 1: people "who share most fully the values of the dominant cultural group within the U.S."; dropped out of school for personal reasons (to marry, support the family, tired of school); learn on their own or through occassional classes; generally employed; families and others around them usually finished high school, are upwardly mobile. They tend to be "embarrassed by not having a high school diploma and find this the most significant barrier to self-esteem and job advancement." They can succeed in most GED (high school equivalency) programs and are not so afraid of learning in a classroom situation.

Group 2: people having "far more serious educational deficiencies"; left school earlier than Group 1 types, some can't read or write at all; socialize in groups in which literacy is assumed; spouses may be literate; jobs may require more reading skills than they possess; live in constant fear that their illiteracy will be discovered; often can be reached through intensive recruitment campaigns; "overcoming their difficulties causes such dramatic changes in their personal lives that they speak of the change almost as though it were a religious conversion."

Group 3: people for whom reading is one of many major problems; live in inner-city or rural poverty areas; most left school because they were failing academically; if they do try ABE programs, often they fail again; job-training programs are more attractive to them than traditional schooling; some perservere, hoping for a change to their situation.

Group 4: generally hopeless about their future--"have largely given up believing that anything they can do will make a difference in their overall situations; out of sight and mind of the cultural majority; feel powerless, trapped.

Most of the 27 library literacy projects have been able to recruit persons from Groups 1 and 2, as described above. A few have demonstrated limited success in targeting Group 3 types. By the second year of a project's life, it should become more possible to systematically target the more needy potential students in the project's service area.

Twenty-seven percent of the students interviewed had first heard about the literacy program via television. It was a bit surprising that only 5% had first heard about the literacy project on the radio (it usually is assumed that nonreaders are frequent radio listeners). Even more surprising was the fact that 10% of the adult literacy students heard about the program at the library (i usually is assumed that poor readers and non-reading persons would not frequent libraries).

Thirty-one percent of the students receiving tutoring from a CLC project wanted to meet more frequently and/or have longer tutoring sessions than they had been receiving on a regular basis. "The more you meet, the more you'll learn," one explained.

Table 10, presented earlier in this section, indicated that students rated their teaching materials less highly than they rated the overall job being done by their tutors. The most common suggestions for improving the teaching materials were: more books and materials to read, more spelling and more challenging and/or interesting books. Several students said that reading materials were not on their reading level.

The willingness of students interviewed to try additional types of learning opportunities (small group, computer, tape recorder, television, videotape, films, field trips) ought to encourage projects to experiment with various and multiple types of teaching delivery systems. Small group and field trip opportunities enable students to learn from and challenge each other, as well as providing opportunities for mutual support.

Tape recorders, computers, videotapes and films can be especially helpful for review and reinforcement activities. Such mechanical instructional aids also have the advantage of treating every individual equally. The computer is perhaps the most efficient means of providing review and reinforcement.

Although early start-up guidelines encouraged involvement of the target student population in initial project planning, that did not seem to happen to any significant degree. According to project directors' reports, student were "very involved" most often in publicity and public awareness activities. Forty-five prcent of the directors reported students were very involved in referring other students to the program. Forty-two percent regularly involve students in recruiting other students and in media interviews. Only one project uses students regularly to aid in training tutors. Students' special knowledge, skills and experiences could be better used for: initial planning, orientation of new students, training of tutors and other personnel, committee or task force work, critiquing and selection of materials and ongoing evaluation.

There is no question that the students have been very satisfied with their experience with the literacy projects. Ninety-four percent indicated that the reading lessons have been helpful. Eighty-three percent could specify things they could read and write now that they could not do before entering the program. (Of the remaining 17%, many felt it was too early to know, as they had only just begun to be tutored.)

Interviewers found the students eager to talk of their experiences with the library literacy projects. There is every reason to be optimistic that they are willing and able to become more involved in the planning and evaluation processes of the project. Certainly their recruitment, referral and publicity efforts have been very helpful to the local projects.

The number and variety of learning sites (reading centers) made available by the projects to students and tutors is exceptional, especially considering that the CLC has been operating less than a year at this writing. Only two students interviewed expressed any displeasure with their learning sites, both desiring something closer to their homes. Twenty-four projects reported 404 current learning sites available to students and tutors. Approximately 40% of the learning sites are in librairies, while 15% are located in churches, 11% are in schools and 7% are in community centers.

Recommendations Regarding Students

Most projects have done a commendable job of initial public awareness building, recruitment, matching and tutoring. The recommendations in this and the following sections are aimed at helping projects to sharpen their focus, increase their effectiveness, better meet the students' immediate needs and interests, undertake meaningful, ongoing evaluation and enable local community continuation.

Recommendation #1: Encourage student involvement at all levels of the project, including decision-making levels.

In addition to their current recruitment, referral and public awareness activities, students should be involved in: initial planning and shaping of new projects; selection and critiquing of materials; selection and critiquing of alternate modes of instruction;, training of tutors and other project personnel; orientation, training and continuing support of students; trouble-shooting; on-going evaluation.

Recommendation #2: Explore alternative and multiple means of providing instruction, especially means which would: 1)increase the number of hours per week a student could receive assistance and 2) make use of computers and other interactive teaching aides.

The outstanding amount of flexibility allowed in California

Literacy Campaign projects provides unique opportunities for experimenting with teaching methods, materials, styles and so on. The student interviews indicate that students want and need lessons more often than once or twice a week and are willing to experiment with different modes of learning.

Projects should offer students a variety of learning options which would enable students to study up to several hours a day, for up to five days a week. For example, students could receive: one-to-one tutoring twice a week and subject-specific small-group tutoring once or twice a week (i.e. spelling, how to understand what you read, opening checking accounts), plus sign up to use a computer, videotape or other aid for several hours a week (for review and reinforcement purposes, especially).

At the present time, most CLC tutors are volunteers. If well-trained, experienced tutors could be found who would be willing to tutor in larger blocks of time per week (i.e. 10 - 20 hours) and work with more students, it might be advisable to consider paying tutors in more instances.

Recommendation #3: Upon the student's entrance into the literacy program, at 50-hour instructional intervals thereafter and/or upon student's exit from the program, formally assess: 1) the student's reading and writing ability (nd speaking ability, in the case of students learning English as a new language) and 2) the progress being made to achieve student-defined literacy goals.

It is possible, even necessary, to provide both fundamental literacy skills instruction and to enable students to work to meet student-defined literacy goals simultaneously. Such a two-pronged instructional package requires a two-pronged evaluation procedure. Pre and post test scores plus measuring academic gain per instructional hour is an acceptable way of accomplishing the first. Student objectives for enrollment, documented counseling conferences, participant societal and economic achievements, student long-range goals and number of students attaining long-range goals are all means of evaluating the latter.

Recommendation #4: Provide training and counseling opportunities to entering students regarding: 1) setting of personal short- and long-term goals and 2) assisting tutors to assist students toward the student-identified goals.

Students had trouble clarifying their particular reasons for entering the literacy project. This is to be expected, especially since many adult poor readers have limited expressive language skills. It is very difficult for tutors who are not professionally trained as adult basic education instructors to elicit clear goals from students or to assist students in identifying their real reading goals. To overcome these twin problems, the project needs to intentionalize the students' goal-identifying process, then provide enough specialized training to tutors for them to be able to more effectively and directly meet the students' goals. The questions posed to both students and tutors about working to meet student goals, reported in this and the following section of the report, clearly show the need for more attention to student goal setting.

SECTION 2: THE TUTORS

A questonnaire was mailed to 164 teachers (tutors) who were selected from the 27 projects' lists of current and former tutors as of July 31, 1984. A stratified sampling technique was employed to assure the representativeness of the findings.

The information contained in this section is based on questionnaires returned by 112 tutors.

General Characteristics of the Tutors

Ninety-one percent are female; 56% are married; 49% are employed and 32% are retired. Forty-seven percent are their family's primary wage earner. Those aged 36 to 50 account for 21% of the tutors responding, while 24% are 51 to 62 years old and 30% are 62 and older.

While only 6% had 12 years or less of formal education, 55 percent had a Bachelor's or advanced degrees and/or had undertaken some post-graduate work. Approximately 30% had taken some courses in how to teach reading and/or in adult education.

Sixty-seven percent of the tutors reported previous teaching or tutoring experience.

The following tables provide more general demographic details of the tutors who completed the mailed questionnaires:

Table 15: Sex

Male	9 %
Female	91
	100 % = (106)
No data =	(06)

Table 16: Marital Status

Married	56 %
Single	44
	100 % = (106)
No data =	(06)

Table 17: Job Status

Employed	49 %
Not employed	7
Retired	32
Other	12
	100 % = (104)
No data =	(08)

Table 18: Primary Wage Earner?

Yes	47 %
No	53
	100 % = (95)
No data =	(17)

Eighty-four percent of the tutors are white, while 4% are Asian, 5% are black and 7% are Hispanic.

Table 19: School Years Completed

9 - 12 years	6 %
Some college	39
Bachelor's degree	23
Some graduate work	14
Master's degree	16
Other advanced degree	2
	100 % = (106)
No data =	(06)

Table 20: Tutors' Ages

Under 18	1
18 - 23	7
24 - 35	17
36 - 50	21
51 - 62	24
63 and older	30
	100 % = (106)
No data =	(06)

Table 21: Race

Asian	4 %
Black	5
Hispanic	7
White	84
	100 % = (106)
No data =	(06)

Table 22: Job Category

Teacher	21 %
Other Professional	28
Business Person	16
Skilled Laborer	22
Homemaker	9
Artist	3
Student	1
	100% = (106)
No data	= (06)

Table 23: Household's Annual Income

Less than $5,000	2 %
$5,000 - 10,000	9
11,000 - 20,000	24.5
21,000 - 30,000	40
More than 30,000	24.5
	100 % = (98)
No Data =	(14)

Some of the more significant dissimilar characteristics between students and tutors are:

82% of the students are 40 and younger but
75% of the tutors are 36 and older;

49% of the students are male but
9% of the tutors are male;

54% of the students' annual household incomes are
$20,000 or less but
65% of the tutors' annual household incomes are
$21,000 or more;

40% of the students are not employed but
7% of the tutors are not employed;

3% of the students are retired but
33% of the tutors are retired.

Recruitment of Tutors

Predictably traditional methods were used to recruit tutors. Not surprisingly, the newspaper and the library were the most often cited by tutors as initial sources of information about the library project.

Table 24: How did you first hear about the literacy project? (Some tutors gave multiple responses.)

Newspaper	40 %
Library	21
Television	12
Word of mouth	8
Radio	3.5
Other organizations	4
Church	3.5
Newsletter	3
Poster	3
Flyer	2
	100 % = (111)
No data =	(01)

Training of the Tutors

The length of the initial tutor training workshop varied greatly from program to program. Eighteen percent had received less than 5 hours, 20% had received 16 or more hours; 34% had received 12 or 13 hours of initial training.

(When discussing these and the following statistics about tutors, it is important to recall that 21% of the tutors were teachers by profession.)

Tutors seemed generally satisfied with their initial training:

Table 25: How would you evaluate your initial tutor training workshop?

Excellent	26 %
Very Good	37
Good	32
Not very good	3
Poor	0
Other	2
	100 % = (107)
No Data =	(05)

When asked what was most helpful about the initial training, 17% of the responses mentioned availability and use of materials, 47% mentioned methodology and 24% mentioned affective aspects of the tutoring relationship. Forty-two percent of the tutors felt that nothing needed to be added when asked what else should have been included.

While only 20% of the tutors indicated that their knowledge of how to teach reading had been evaluated prior to their beginning to tutor, 86% had no objections to such evaluation.

Only 39% of the tutors queried had attended any inservice sessions after the initial training workshop. Forty-seven percent of those attending inservice sessions had attended only one such session.

Table 26: What overall rating would you give to the inservice session(s) you attended?

Very helpful	42 %
Helpful	50
Not very helpful	8
	100 % = (38)

Table 27: What could have been more helpful?

Nothing needed	34 %
Changes in training techniques	31
More information on methods	22
More information on materials	13
	100 % = (32)

Matching Tutors with Students

Seventy percent of the tutors responding to the questionnaire were tutoring at the time of the survey. Of those not tutoring, some were waiting to be assigned their first student or were waiting for another student, but most were unable to tutor at this time. The most often cited reasons given for not being able to tutor were tutors' own scheduling and health problems.

Most of the tutors waiting for a student had been waiting less than a month, although 4 tutors had been waiting two to three months and 3 had been waiting for four to six months.

Sixty percent of the tutors reported being matched with a student before, during or within 2 weeks of completing their initial training. Most were teaching in a one-to-one situation although 10% reported teaching small groups.

Table 28: When were you matched with a student?

Prior to workshop	6 %
During workshop	17
Within 2 weeks	37
Within 3-6 weeks	32
Within 3-4 months	3
Never	6
	100 % = (106)
No data =	(06)

Table 29: Which of the following were you asked to do?

One-to-one	90 %
Small group	10
Group	0
	100 % = (105)
No data =	(07)

The Tutoring Experience

Their actual tutoring experience was the subject of most of the tutors' questions. Information was sought on the logistics of the tutoring sessions, on the strengths and weaknesses of the methods and materials with which the tutors had been trained, as well as on what actually transpires in the tutoring sessions.

Table 30: What is the total number of students with whom you are/were working?

0 students	11 %
1 student	67
2 students	13
3 students	6
4 students	2
7 students	1
	100 % = (88)

Forty-three percent of the tutors meet once a week with their student, while 47% meet twice a week and 8% meet three times a week. Monday, Tuesday, Wednesday and Thursday are about equally popular for meeting days. Twenty-nine percent of the tutors conduct one-hour sessions, while 43% meet for 90 minutes and 22% meet for two hours at a time. Lessons are held mornings (23% of the time) afternoons (38%) and evenings (39%).

Table 31: Frequency of Tutoring Sessions

Once a week	43 %
Twice a week	47
Three times a week	8
Four times a week	1
Five times a week	1
	100 % = (96)

Table 32: Days on Which Sessions are Held

Monday	21 %
Tuesday	20
Wednesday	17
Thursday	25
Friday	8
Saturday	4
Sunday	1
Days varied	4
	100 % = (163)

Table 33: Length of Tutoring Sessions

1 hour	29 %
1 1/2 hrs.	43
2 hours	22
2 1/2 - 4 hrs.	6
	100 % = (94)

Table 34: Place of Tutoring Sessions

Library	51 %
Student's home	18
Tutor's home	10
Businesses	5
Churches	4
Jail	2
Other	10
	100 % = (107)

Table 35: Times of Day for Tutoring Sessions

Morning	23 %
Afternoon	38
Evening	39
	100 % = (92)

Tutors seem to be employing a variety of materials and strategies in their tutoring sessions:

Table 36: What materials do you use on a regular basis?

Laubach Way to Reading curricula	33 %
Non-text reading materials	15
Student interest related materials	12
Other reading curricula	12
Newspapers/magazines	9.5
Literacy Volunteers of America books/techniques	9.5
Reference books	5
Materials for non-English speakers	3
Audio cassettes	1
	100 % = (170)

Table 37: Which of the following do you include in lessons on a regular basis? (multiple responses requested)

Item:	Number of times mentioned:
Dictionary skills	45
Duet reading (neurological impress)	37
Field trips	8
(Paulo) Frierian techniques/approaches	1
Language experience story/approach	58
Math	12
Problem solving	23
Phonics	78
Study skills	45
Newspaper	31
Tutor-developed strategies	59
Other (usually a combination of above)	25

One of the survey questions asked:"How did you work to meet your student's goals in your last three lessons? Briefly describe goal(s) and how you guided your student(s) toward meeting the goal(s)."

Forty-nine percent of the persons presently tutoring reported goals. Forty percent of the time, the goal was learning letter names and sounds; 24% of the goals dealt with functional reading, while 16% concerned vocabulary development. Comprehension was mentioned as a goal 10% of the time.

Forty-five percent of the tutors sought to meet the above goals through the core curricula they were using (often Laubach Way to Reading); 22% used "real world" materials; 13% used drills; 6% employed language experience exercises and 4% used newspapers and magazines to help students meet their goals.

Tutor Involvement in Project Planning and Evaluation

For 81% of the tutors, their only volunteer involvement in the literacy project is tutoring. The ones who have assumed other duties are most often involved in clerical work and publicity efforts. Two tutors reported serving on a literacy coalition.

Summary and Discussion

The CLC tutors interviewed for this study are quite similar to those interviewed in the Stauffer and Pasch studies insofar as sex, marital status, race and employment status are concerned. However, the percentage of CLC female tutors is significantly higher (81% as opposed to 71% and 77%, respectively); the percentage of CLC tutors with some college, college degrees and/or post-graduate work is much higher (94% as opposed to 58% and 79%,respectively); and the CLC project has more tutors who are 60 and older (probably because some projects have been targeting recruitment towards RSVP groups).

The disparity between CLC students and tutors regarding age, sex, job status, and household income was mentioned earlier in this section. It is usually advantageous to have the students and tutors as similar as possible in background, for many reasons, including ease in communication and mutual acceptance. According to Hunter and Harman, there is serious question if middle-class, mostly white, mostly female tutors are able to significantly work with students from the beforementioned Groups 3 and 4 at all. Directives to CLC projects emphasize that all undereducated adults should be sought out and served. To do this effectively, CLC projects will have to make major adjustments in the types of tutors they recruit and the types of training provided to the tutors. This is in no way saying that the current group of tutors is not a very good group. However, as the projects move more and more into distinct neighborhood settings, the tutors must be more and more uniquely suited for working in those settings.

Tutors seemed satisfied with the content and amount of initial and inservice training received in the library projects. However, only 39% had ever attended an inservice session.

The number of tutors meeting twice a week with students is lower than desired. Some studies have found that students who meet twice a week are able to progress three times as fast as those taught just once a week. Since a number of students interviewed expressed the need for more frequent learning sessions, projects should encourage tutors to make a twice-a-week, 90 minute-session commitment as their minimum commitment, even if tutors stay in the program for a shorter amount of time. (Another option, previously mentioned, is to augment the tutor sessions with other types and modes of learning opportunities and activities.)

Given the high degree of education of CLC tutors, plus the facts that nearly a fourth are professional teachers and 67% have had previous teaching or tutoring experience, perhaps projects should actively recruit tutors who are willing to undertake small-group or team-teaching assignments.

The tutors are using a variety of teaching materials in addition to their core curricula. Tutors also are attempting a variety of approaches to teaching during the sessions with students. That more than half mentioned tutor-developed strategies speaks well for the apparent initial training emphasis on an eclectic approach to teaching and for the confidence which the tutors apparently feel about their skills as tutors.

There were some indications from the students, however, that tutors may not be understanding or clearly addressing the student-defined literacy goals. For example, the most common student response, when asked how the tutor could improve, was: "She's doing her best." Were the students implying that some tutors were missing the mark regarding their needs? When asked how they worked to meet student-defined goals in their last three sessions, many tutors had a hard time even identifying student-defined goals. If the problem is the tutors' inexperience in goal-setting, it could be corrected by some required inservice sessions specifically on how to meet student goals. Such sessions should come early in the student-tutor pair's experience together. Another option would be for a staff person to do all goal-setting with the students, then suggest specific actions and strategies to each tutor.

Recommendations Regarding Tutors

The present group of tutors seems to be doing an adequate job with their students, particularly considering that the projects are so new that specific information regarding the student populations has not been readily available. The following recommendations suggest ways in which to meet student needs even better.

Recommendation #1: Explore different types of teaching staff "mix" for the library literacy projects.

For example, in some projects it would seem advantageous to consider providing students with a combination of the following types of instructors:

1) a part-time, professional teacher (trained in teaching undereducated adults, preferably with experience in community-action agencies and from the target population's own community) who could work with classes on short-term, subject-specific topics such as spelling, creative writing, vocabulary development, self-improvement, job interviews, reading classified advertisements;

2) some paraprofessionals (usually persons who have not received professional teacher training but have undergone special training in teaching undereducated adults, teaching literacy and/or English language skills and in training tutors) who could work with small groups of students, train tutors and perhaps counsel students regarding goal-setting and problem-solving;

3) tutors (persons from the community at large, who are willing to be trained in basic tutoring skills), to work with students on a one-to-one basis;

4) some students (persons who have studied in the project, have made good progress, represent the target student populations), to orient new students, trouble-shoot, advocate and plan support activities for the students.

Recommendation #2: Recruit and train some tutors or instructors specifically in computer-assisted, tape recorder-assisted and video-assisted instruction of undereducated adults.

Some libraries already have microcomputers in place. Some tutors have microcomputers of their own and/or are experienced in working with microcomputers. Why not take advantage of an already existing technological advantage which has proved its usefulness to both adult literacy students and to the disadvantaged? Especially in remote areas or large service areas, computer learning centers can be an effective, economical approach to providing extra assistance to students who desire more lessons.

Project directors could benefit from seminars or workshops about computer-assisted tutoring. There is growing evidence that: 1) undereducated and underprivileged students do as well or better than their counterparts in using computers; 2) the majority of students feel positive about trying computers (some of their enthusiasm may be cultural--computers are "in" just now); 3) computers seem to be very efficient (several recent studies have documented gains of an entire grade level in 20 hours or less of computer and/or computer-aided instruction.

Recommendation #3: Seek out even more diversified settings for learning sites, including: public housing developments, places of work, places of social activity and shopping areas or centers.

As much as possible, literacy projects should "go to the people". Other literacy programs have found the following to be worthwhile learning sites for many: housing developments, migrant camps, social halls, lumber camps, fish camps, company cafeterias, banks, restaurants (during times when they are closed), shopping malls and centers, hospitals and other institutions, governmental buildings, even fire halls and funeral parlors.

The students will have many ideas about potential sites and much knowledge about where people congregate. Learning sites need to provide an adequate learning environment but, just as importantly, they need to be places in which the students already feel comfortable.

Recommendation #4: Increase the tutors' initial and inservice training dealing with how to recognize and meet student-defined literacy goals and objectives.

Tutors need help in obtaining, realistically analyzing and strategizing for teaching to student-defined goals. Role playing opportunities, having a counselor or student-tutor coordinator or trainer sit in on the first tutor-student session and role playing tutor-student discussions regarding student-defined goals would all be helpful to new tutors. In a number of programs, students who have been tutored for awhile in the project are willing to role play initial student-tutor meetings/lessons in tutor training workshops.

SECTION 3. THE 27 LIBRARY LITERACY PROJECTS

Background

It was noted earlier that several data sources were analyzed regarding the individual literacy projects in the California Literacy Campaign. The project director's written questionnaires and their second quarter reports were the primary sources for much of the information discussed in this section.

The study of the 27 projects began with an analysis of the various directives issued to the projects both prior to and after initial grants had been awarded. The following issues were all put forward in the directives at different junctures as projected goals of the campaign:

1. combatting the problem of adult illiteracy in the state, with special emphasis on meeting student-defined goals;

2. increasing public awareness of adult illiteracy;

3. encouraging public libraries to take a leadership role in addressing the problem of illiteracy;

4. developing community literacy coalitions and neighborhood partnerships;

5. establishing permanent structures/mechanisms to continue the literacy services in the local communities;

6. recruiting and training literacy tutors;

7. assuring an eclectic approach to the utilization of teaching methods and materials and

8. assuring the community-specific nature of the planning and operation of the projects.

Twenty-six project directors' questionnaires were available for review at the time of this writing, plus the 27 second-quarter project reports. Because the questions asked on the questionnaires explored many areas other than those discussed in the second quarter summary report, there are very few places where comparative analysis could be made.

All components of the project director's questionnaire have been categorized relative to the following outcome areas:

Outcome I: Students Who Read
Outcome II: Tutors Who Teach
Outcome III: Continuation of Local Projects

Outcome IV: Development of Public Awareness

General Characteristics of the Local Literacy Projects

It is much more difficult to generalize about the CLC local literacy projects than it was to generally describe the students and tutors involved in CLC. The 27 projects serve 19 counties across the state. Some serve one major city or town. Others serve a dozen or more towns or communities. Some serve special nonEnglish-speaking populations such as Hmong refugees. Most serve native English speakers. Many are attempting to serve entire counties in spite of the problems of large geographical areas and remote communities.

Most of the projects trained their first tutors in methods and materials developed by Laubach Literacy Action or Literacy Volunteers of America. Others have selected or developed more non-traditional materials. At least one is attempting to apply appropriate Frierian techniques to materials development and the teachng process.

The projects are, as one project director described it, doing everything they can to "go to the people" with a relevant, flexible adult literacy program.

Mention has already been made of the difficulty the evaluators had in attempting to do comparative analyses of the data because of the dissimilarities in reporting styles and subjects. Another major evaluation problem encountered was the lack of clarity about certain terms. For example, there was no definition of what constitutes an "active" or "tutored" student; nor was there any delineation of how many "trained" tutors are active. This section, therefore, will of necessity be more ambiguous than desired.

Detailed analyses of the second-quarter project reports and the directors' questionnaires were made. Even a cursory review of the numbers suggests that the intervening two months between the end of the second quarter and the submission of these questionnaires was a time of growth for the projects.

Twice as many students have been or are being tutored (using for comparison the second quarter reports of how many students had attended the first lesson). Additionally, 50% more tutors have completed training and, presumably, are available to work.

Nevertheless, the figures still support the conclusion of the study of the second quarter reports, that projects had been overly optimistic about the number of students who might be served during the first nine-month period. The 26 projects reporting revised projections are estimating reaching about 62% of their original objectives.

The 27 projects ranged in size from one that had tutored less than 25 students by August 31, 1984, to one which counted 1,100 students being tutored (see Table 38 on the next page.)

Table 38. Number of Students per Project on 8/31/84

50 or less students	7
51 - 100 students	6
101 - 150 students	5
151 - 200 students	4
201 - 250 students	2
251 or more	1
Number of Projects Reporting =	25

It was difficult to arrive at many conclusions about why some projects were having considerable difficulty recruiting and tutoring students. Whether the project was urban or rural, community-sized or county-sized, recipient of a large or small grant, did not seem to be deciding factors. The above table does suggest, however, that 7 projects were still struggling to get started in August.

A closer look was taken at the 7 projects with the least amount of students. Characteristics of the 7 projects were then compared with the characteristics of 4 projects which had been very successful in recruiting and tutoring students. The results of this comparison will be discussed later in this section.

Following is a detailed reporting of the information about the local literacy projects. The results are reported by outcome.

Outcome I: Students Who Read

Twenty-four of the directors completing the written questionnaire reported a total of 4,055 student inquiries received. This number represents a significant increase over the 277 inquiries previously reported by 18 projects in their second-quarter reports. (Some projects do not keep a log of inquiries.)

As of August 31, 1984, twenty projects reported referring elsewhere 798 students. The three most common reasons for referring students elsewhere were: the students were too young, outside the geographic area, or their reading level was too high. Other inappropriate applicants included those who wanted/needed ESOL programs where the projects were committed only to English-speaking clients, and disabled individuals whose needs could not be met within the programs.

Sixty-two percent of the project directors reported referring inappropriate students to other literacy programs such as LVA and LLA groups; 54% sent applicants to "adult schools"; 31% were referred to community college programs and 42% were referred to other human service agencies. Other referrals included: ESOL programs (23%), other CLC projects (23%), private tutoring (23%),and public schools, for persons too young for the library literacy program (15%).

Twenty-five projects reported having tutored a total of 3,514 students as of August 31, 1984. This compares favorably to the second quarter report of 1,598 students who had completed at least one lesson. Original projections from 23 of these groups had targeted 9,936 students to be served within this project year.

Approximately 20% of the projects expected to meet or exceed their original objectives regarding students being tutored. Directors identified the following difficulties in meeting the original quantitative objectives for students being tutored: unrealistic projections (mentioned by 27% of the project directors), student recruitment problems (38%), student retention problems (15%) and late start-up of the project (23%). One director reported a lack of trained tutors available.

The reporting directors have revised their year-end projections and are now targeting 6,393 students to be tutored, approximately 62% of the original objectives.

The following student groups had been targeted by the projects: native English speakers (targeted by 65% of the projects); non-English speakers (35%); Hispanic individuals (15%); indigent people (15%); native Americans (Indians) and Asians (8% each); elderly and incarcerated individuals (4% each). No target student population was specified by 8% of the projects.

Fourteen projects reported that more than 80% of their clients are basic literacy (native English speaking) students. Only 7 projects indicated having less than 60% in this category. Fifteen projects reported that fewer than 40% of their clients are ESOL (English for Speakers of Other Languages) students; 3 projects reported 80 to 100% of their students in ESOL classes.

Student skill level at admission varied greatly. In half of the projects, over 60% of the students are at the very beginning reading and/or speaking levels.

Most projects (80%) tutor the bulk of their students on a one-to-one basis. Four projects have at least 60% of their students in small groups; and only 5 projects use both one-to-one and small-group techniques.

Consistent with the data tracking students referred to elsewhere, directors indicated that applicants they could not serve included: children and youth (too young); handicapped individuals, those outside of their geographic areas, and others, most of whom expressed special interests or needs (speed reading, math, home tutoring).

Relative to student evaluation, only 27% of the directors reported using testing of students as part of their ongoing evaluation; 42% do interview students, but it was unclear as to whether that was for student progress or for tutor evaluation.

Outcome II: Tutors Who Teach

Twenty-six project directors reported a total of 2,468 tutors trained as of August 31, 1984. A comparison with original projections is not possible because so few (15) reported original objectives in this area. Only 5 of the directors felt that they were not meeting their tutor objectives. They cited as reasons: inadequate resources, slow start-up, not enough students, and unrealistic goals.

Tutor effort was also reported in terms of contributed hours. Approximately 41,900 hours were volunteered by tutors in 25 projects.

The other tutor-related information contained in the questionnaires focused on evaluation. Directors were asked, "What ongoing evaluation modes have you built into your project?" Fourteen project directors mentioned follow-up on student/tutor pairs. Eleven listed student interviews on an ongoing basis. Nine rely on monthly tutor reports, nine track utilization data and seven mentioned test scores of students. Smaller numbers mentioned use of community partners in their evaluation efforts, evaluate public relations effectiveness, and use questionnaires on a routine basis. Only two projects mentioned testing tutors.

Information gathered through other questions, plus from students and tutors, suggests that many projects may not yet have put their ongoing evaluation modes to use. It was unclear whether project directors were reporting things they had already begun to do or things they planned to do in the future.

Outcome III: Continuation of Local Projects

Information from the questionnaires provided data in the following areas related to continuation: coalition functions, fiscal status, project current and future capability.

Twenty-four projects reported having formed coalitions but only 16 projects reported a local coalition or neighborhood partners group formed in each community in which the project worked . Only five project directors indicated that coalitions were pre-existing groups.

Diverse community resources/groups are represented in coalition work. Those most commonly represented in coalitions included: school districts and community colleges, tutors and religious groups. At least 60% of the projects also reported representation from: corrections/probation programs; job training/employment efforts; libraries; educators; women's groups; Laubach Literacy Action, Literacy Volunteers of America and other adult literacy groups; and city and local governments.

Table 39. Representation on Coalitions

Groups/Resources:	Number of Projects Mentioning Them:
School district/ABE	24
Tutors	24
Community college/college/univ.	23
Religious groups	22
Educators/teachers	20
Women's service clubs	19
Libraries other than sponsors	18
Ethnic/cultural groups	18
Adult literacy students	18
Laubach Literacy Action groups	18
Employment office	17
Job training	16
Corrections/probation	16
City/local government	15
County government	14
Men's service clubs	14
Chamber of Commerce	14
Business/industry	13
Voluntary action councils/groups	12
Other adult literacy groups	12
Labor	10
Vocational rehabilitation	10
Literacy Volunteers of America	9
PIC (Private Industrial Council)	7
Youth	6
Sheltered workshop	4
Military	3
Agency/Association on Aging	2
Public health	1
County extension	1
Dept. of Motor Vehicles	1
Voter registration	1
Prisons	1
Court	1

Fiscal information about the projects, though limited, included the following.

First, aspects of cost effectiveness were reported in terms of contributed hours. Twenty-five projects reported 2,445 hours contributed by tutor trainer volunteers. As noted under Outcome II, 41,892 hours were contributed by volunteer tutors. Other volunteer hours, including 3,909 contributed by coalition members, numbered 18,076. (These figures were mostly based on a combination of project records and guesstimates.)

A conservative estimate of the worth of contributed person hours and in-kind resources has been attempted using the following amounts (based on experiences and budgets of other local literacy programs): trainer, professional fees and coalition participants' contributions: $20 an hour; tutors and teachers: $8 an hour; clerical and other support services: $4 an hour; rental of learning site space: $300 a month.

While most projects were unable to report the worth of in-kind contributions, those which did so reported having received help valued at $193,609 (the bulk of which was for professionally developed publicity and interpretation work).

Financial contributions received so far by the 26 projects reporting were mostly for $500 of less and totaled $32,473. Fourteen projects reported no financial contributions so far; four said that they received contributions of $1,000 or more. Gifts exceeding $1,000 were for the following amounts: $4,600, $5,026, $8,640 and $12,000.

In-kind contributions were not reported for the most part. However, in-kind contributions which were mentioned included: $3,075 for professional fees; $11,855 for learning site rental and meeting rooms; $174,510 for publicity services, advertising, printing, and photography; $2,700 for books and other materials and $1,469 for other contributions. These itemized in-kind contributions totaled $193,609.

The estimated worth of contributed services and resources, using the above figures, is approximately, $1,323,152. (One project reported having received less in its demonstration grant than the dollar value of in-kind contributions and volunteer service hours received.)

Indications of projects' current capability have already been reported in the prior sections on tutor numbers and evaluation information. A further indication is the data regarding learning sites that have been established. The number of learning sites set up so far is more than double that which had been predicted by those reporting original objectives. The twenty-six respondants reported 410 sites have been acquired. There has been much success in acquiring sites.

Twenty-four directors are using a total of 160 libraries as tutoring sites. Sixty-two churches, 45 schools and 31 community centers are currently providing tutoring space. Other settings include businesses, government buildings, and jails.

Project directors estimate that 247 of the sites are able to function independently (this is presumed to mean relative to supervision, rather than to finances).

When asked to say what CLC projects offered that was different from other literacy programs, respondents most often indicated items relative to "logistics", (i.e. location, style, times, admission criteria). Eleven directors cited teaching methods and materials, and the availability of those resources, while 9 pointed out the sensitivity to student needs. Other different factors noted included: professional staffing, assessment, volunteer training and supervision, free training and materials, public awareness activities and referral and information services.

Directors saw their projects' contributions to the community including: raising public awareness (81%); offering additional educational opportunities (54%); improvement in students' lives (35%). Other contributions were: improved resources at and use of the libraries; increase in the community's overall literacy level, increased opportunities for volunteer, community services and an increase in public/private sector support of the libraries.

Endorsements of their literacy efforts had been received by all projects from city or local government, county government, other adult literacy groups, business and industry, labor, educational and religious groups.

Educational, local government, and religious group support was most evident, although 65% also reported endorsement from business and inducstry. A breakdown of groups providing the most support to CLC projects listed in descending order are: local government agencies, educational systems, other volunteer groups, literacy organizations, churches and libraries. Other groups cited included women's groups, newspapers and business-related groups. State library support was seen as consisting primarily of technical assistance.

Over 50 percent of the directors either did not respond or indicated that they did not know what percentage of their project the local community would be willing and able to take over at the end of the demonstration period. Scores were more scattered in response to the question about the "level of service" which might be assumed by the community. Since most just indicated percentages, it is impossible to better determine what would be the descriptive "level of service" the community could realistically take on. When asked what parts of the project the community is already undertaking, directors indicated: referrals, public relations/awareness; other literacy education, recruitment and acquisition of tutor sites. (It seemed that people were unclear as to how best to answer this series of questions).

Problems encountered by the directors in managing the project and engendering community support included: coalitions insufficiently organized; local business/industry not interested; insufficient paid staff; not enough time; unmanageable size and diversity of service areas; community apathy/resistance; difficulties in raising local funding, getting out into the community, and recruiting students.

Help being sought by projects included: more technical assistance, especially relative to program management issues; information on methods and materials other than LLA and LVA ones; more publicity and public relations helps and resources; more inter-project meetings, to share information and ideas and to receive moral support; more clarification and help regarding coalitions; more small, concrete workshops and clearer, more specific guidelines and directives.

Outcome I7: Public Awareness

In the local project continuation discussion, it was noted that 81% of the directors felt one of the major contributions of their projects had been the increase in public awareness about literacy concerns. Responses to that same question yielded other information about perceived increases in awareness: 7 directors experienced an increase in public and private support for their efforts, while 8 saw improved resources and use of the library.

Projects reported use of the following activities to raise public awareness: posters, bus/train/taxi posters or boards, brochures, business cards, pins or buttons, store and library window displays, fair and mall booths, mailing with utilities bills, other mailings and sandwich boards. The activities most frequently used were: store displays, posters, business cards, brochures, and various mailings.

The following types of news coverage were reported: feature story without pictures, feature story with pictures, editorial, letter to the editor, workshop announcements or reports, TV news, TV talk show, radio news and radio talk show. The largest use of media was for workshop announcements and project reports. Feature stories with and without pictures and radio news and talk shows were the most commonly used types of news coverage.

Only one question yielded much information about the purpose of some of the public awareness activities. Project directors were asked what activities were used for recruiting students. The most often used were: hand-outs and flyers, current students as recruiters, radio spots and newspaper pictures. Displays, TV spots, posters, radio talk shows and fair booths also were used by more than half of the projects.

Innovative efforts in raising public awareness included: ads on milk cartons; promotions at shopping centers; meetings with Indian groups (on the reservation); street booths; door-to-door outreach; children's art and writing contests; printed balloons; training film segments; mailings to food stamp recipients and attendance at such community functions as potluck dinners.

Summary and Discussion

The degree to which most of the local literacy projects have been able to organize and serve their illiterate adult populations in less than a year's existence is nothing short of amazing. In six to eight months, most CLC projects had accomplished what it often has taken volunteer literacy programs two years or more to accomplish.

The major reasons for the exceptionally fast start-ups would seem to be:

+ adequate funding for initial staffing; resource and materials development; recruitment, training and matching activities; and administrative support;

+ major interpretation, promotion and publicity efforts from the start (via the media, speeches, coalitions) to the community as a whole and to some specially targeted populations;

+ immediate and continuous pursuit of support from these key segments of the community: government, business and industry, educational systems and providers, religious roups, library systems; groups, organizations and agencies serving the undereducated and disadvantaged adult populations;

+ provisions for and insistence upon program flexibility in the interests of best reaching and serving the community's illiterate adult populations;

+ training of project directors in the "basics" of literacy project management (publicity, methods, coalition building, training, general information about adult illiteracy in the nation and the state) early in the project;

+ availability and responsiveness of consultative and technical services provided by the California State Library;

+ support received from educational systems and other providers of adult literacy and/or adult basic education services.

+ willingness and abilities of the project directors to go "full speed ahead" for prolonged periods of time.

Project guidelines indicated that one student should be served for every $200 awarded. This per capita ratio may be an appropriate formula during a project's second year and beyond. However, it probably was too low a per capita figure for a start-up year. There are some indications that $500 to $750 per student tutored would be more appropriate. (In fact, a number of project directors called the $200-per-student formula unrealistic.)

Projects were having considerable trouble matching students and tutors in the early months of the project. The second-quarter reports indicated that 21 groups had trained, available but unmatched tutors. Yet, many of the same groups also reported students on waiting lists. This was probably due to such factors as schedules that did not mesh, geographic incompatability and the inexperience of staff in making matches. Another factor was the difficulty projects had getting students to the first lesson (a common problem in new literacy projects). Projects alternately reported an excess of students and an excess of tutors.

There were some indications that projects were not using the most suitable methods of recruiting students. The following table compares the means of student recruitment emphasized by the projects with the types of recruitment which actually got the most attention of the students interviewed.

Table 40. Comparison of Projects' Emphases and Students' Preferences Regarding Student Recruitment Methods

Recruitment Method:	Percentage of Projects Using:	Percentage of Students Mentioning:
Hand-outs/flyers	96 %	5 %
Current students/ word of mouth	92	15
Radio spot	92	5
Posters/Displays	77	6
TV spot/talk show	69	27
Fair booths	54	2
Newspaper	92	6

Perhaps projects should devote more of their energies to the methods of recruitment that have been most successful thus far in the CLC campaign: television, via family and friends and through the library.

The reference was made earlier in this section to a comparison of least successful and most successful projects regarding student recruitment and tutoring. The comparison suggested that projects having the most trouble getting students are projects which: 1) had not identified specific student target populations initially; 2) had not attempted any nontraditional publicity efforts aimed at students; 3) did not have a coalition in each community in which they are working and 4) had fewer learning sites--and most or all were located in libraries. It would seem that the projects need to re-do or refine their needs assessment activities.

For the most part, information regarding tutors was better structured and more complete than that gathered about students. This is not surprising. One would expect that, in the early stages of a project, efforts would first be put into set-up and organization, then into tutor recruitment and training, and finally into instruction.

Programs appear to be offering tutors the flexibility and technical support encouraged by the state in the applicant instructions. Some paid staff and resource materials are available in all projects. There are indications that creative efforts reflecting local community and cultural needs and interests are helping to shape instruction in at least a few of the projects.

Two issues in tutor utilization require future review. The first is the lag time between recruitment and match. The second is the minimal evidence of tutor evaluation. The latter may also be a function of the early stage of the project. However, follow-up and evaluation activities are an intrinsic part of tutor support as well as of program quality assurance.

The three elements that seem most important in assuring continuation of the literacy projects are: 1)the development of an informed and supportive pubic; 2)cooperative and collaborative efforts to assure adequate and cost-saving use of sites, materials, personnel and other resources and 3)identification of future operating resources.

To facilitate at least some of the above, CSL directed projects to develop broad-based community alliances (referred to most often by project directors as coalitions or partnerships). The work of the coalitions has been described elsewhere.

All of the projects are pursuing diverse and, in some cases, vigorous public awareness campaigns focussed on a combination of general information dissemination and tutor/student recruitment. This, too, has been described elsewhere.

A strength of the projects, and thus of the Campaign, is the enthusiasim and commitment of paid and volunteer project personnel (including the students). Even the most casual reading of the reports reveals that staff consider literacy education important work. Students are valued and staff appear to believe in their students' ability to learn.

Another noteworthy strength is the projects' use of state-of-the-art organizational structures. Projects have implemented proven and effective mechanisms for tutor recruitment, training and support. Paid staff and working within the library system are helping to ensure program credibility, continuity, reliability and stability. Resource materials are well-organized and readily available for tutor and student use in most cases, although some learning sites are hampered by not having materials collections on location.

Literacy educators have learned that strict adherence to one methodology does not promote student progress. The projects' curricula reflect this notion. Instructional approaches are attempting to be varied and creative.

The CLC projects share a need with other literacy projects: the evaluation and reporting of student progress on an ongoing basis. Projects' reports and the questionnaires were not able to describe students' learning and/or progress. However, most project directors were able to report plans for evaluating the same. It may be that, in the crush of other project start-up activities, they have not been able to implement the evaluation activities. This is an issue which needs to be addressed as soon as possible.

Recommendations Regarding Literacy Projects

Recommendation #1: Develop a format and guidelines for reporting statistical data to the State Library.

The CSL should develop and disseminate, as soon as possible, a format and set of guidelines for reporting statisticl data. It is critical that all projects report the same data in the same way. Without this, reliable program evaluation cannot occur.

Suggestions for accomplishing the above can be found in the Recommendations portion of the next section of this report.

Recommendation #2: Develop an objective, reliable and valid method for collecting, evaluating and reporting student progress information at the local level.

Each projects should be encouraged to retain consultants as necessary and possible to develop its own evaluation methodologies. An alternative would be for the CSL to sponsor workshops to help projects develop such methodologies. Another alternative would be for the CSL to develop a methodology that can be widely modified and used.

The student evaluation methods used need not be standardized tests. Instructional objectives can be identified using standardized formats or taken from a pool of approved objectives. Student progress can then be reported as the ratio between objectives achieved and objectives set.

Another strategy would be to take a random sample of new students and conduct an intensive, multi-measure assessment of their skills before instruction. These students would then be re-assessed at various points in the tutoring. While the data would be somewhat impressionistic and qualitative, progress could be documented.

Recommendation #3: Provide projects with clarification of the responsibilities of the coalitions, particularly as they relate to project continuation.

If coalitions are to have responsibility for assuring continuation of projects, they should be engaging in some overall program planning and monitoring. At a minimum, regular review of project reports to the CSL would assure their being adequately informed about service statistics and trends.

The hit or miss process which seems to typify many projects' approach to new resource identification suggests that guidance from the state and perhaps some intra-state resource-sharing regarding funding options would be useful.

Recommendation #4: Increase involvement of students in project design, implementation and evaluation.

If the projects are to be truly community-based, there needs to be an emphasis on working with a particular constituency (target student population) to meet its needs. Project objectives should focus on economic and social self-sufficiency and individual/community empowerment. The use of learner-centered, participatory methodologies is recommended.

Project directors need exposure to nontraditional and innovative, community-based projects. Possible sources of this type of expertise and information include: projects affiliated with the Association for Community Based Education (ACBE) and projects which have developed some expertise in computer assisted tutoring (for example, the ABLE project which is run out of a shopping mall in Charlotte, North Carolina).

Project directors need special training in how to learn from students and involve students in leadership and decision-making levels of the local projects.

Recommendation #5: Provide structured, frequent means by which local projects can exchange their best ideas and receive help from each other regarding the practical aspects of managing a local library literacy project.

Many excellent ideas, techniques, resources and philosophies are being developed by the individual library literacy projects. However, there does not seem to be a prompt, practical way for this collective knowledge to be shared between projects.

One possible solution might be a monthly newsletter or digest of project news which could simply list resources, special needs, kernals of ideas and let individual project directors follow up on the leads. For example, projects need ideas about coalitions. A simple listing of all the groups currently active in coalitions, to which each project could add their unique resources, could become vital information.

Perhaps one or two literacy concerns should be highlighted per issue, or a hands-on, computer-assisted-tutoring workshop.

SECTION 4: THE WORK OF THE CALIFORNIA STATE LIBRARY

The short time in which this study had to be designed, executed and published made it impossible to consider intentional interviewing of California State Library staff. General information about CSL involvement was included in the initial background information about this study, as well as in several places throughout the report. The information reported on now was drawn from specific questions about CSL which were addressed to the project directors, plus library-related questions which were included in the student and tutor interviews.

Some General Observations

It has already been noted that 10% of the students interviewed first heard about the library literacy project at the library itself--from a sign or poster displayed there, or directly from a library staff person. Why were they there, especially if they were poor readers? How many other poor readers and non-reading adults might go to the library with their spouse or to meet their children or to attend a film or community meeting? It is possible, of course, that the first students recruited by the projects were somehow atypical.

Students were asked three very direct questions about their experience with libraries. Students were first asked, "Do you have a library card?" Sixty-one percent said yes. Fifty-five percent of those card-holders reported having had the library cards before entering the literacy project. But 44% got their library card after enrolling in the program.

Table 41. Student Use of Library Program Since Enrolling

Activity:	Number of Students:
Checked out a book	41
Checked out a record or tape	4
Visited the library alone	41
Visited with tutor or class	28

Mention was made previously of the students' apparent willingness to study via tapes, television, computer or films. It was suggested that many such activities would or could take place in the library. Student responses indicated no hesitation about such use of the library.

Twenty-one percent of the tutors interviewed had first heard about the library literacy project through the library. Given the high amount of formal education had by most tutors, it was not surprising that they would spend considerable time in the library.

In describing their tutoring session activities, about a third of the tutors mentioned using a newspaper regularly. Some mentioned using reference books and teaching dictionary skills, for which they probably took advantage of materials in the library. Most tutoring sessions also are held in libraries. There is little other evidence, however, to suggest that being surrounded by excellent print and non-print materials encourages creativity among tutors. Perhaps libraries could be a bit more directive in helping tutors to acquaint students with the wide range of services and materials provided by the library.

Project directors also were queried about their experience with libraries. At least 10 directors had previously worked in or closely with a library system. Eight of the 10 also had previous teaching or tutoring experience. It was not possible to determine from the data what effect such experience may be having on their ability to manage a literacy project.

There may be a need for the CSL to help project directors think through what can and should be unique about library literacy projects. Some director's comments indicated that they have neither a clear idea of the potential uniqueness of library-sponsored literacy projects nor of the similarities between their current projects and other literacy providers' efforts. Perhaps the several libraries which have already succeeded in drawing both students and tutors into the library could share their suggestions and strategies with others. Perhaps CSL staff can suggest innovative and nontraditional ways in which the library's referral and information services can be used by poor readers.

Literacy project directors were asked what services and/or materials provided by the California State Library had been particularly helpful to them. Approximately 75% of the respondants mentioned the CSL staff, especially noting their availability by phone and in person, their openness, eagerness and expertise. Twenty-six percent of the directors responding listed initial workshops and inservice sessions as particularly helpful. Twenty-two percent found outside consultants brought in by CSL to be helpful, especially in offering practical, "nuts and bolts" suggestions. Seventeen percent mentioned specific print information provided and 13% especially appreciated publicity and public service announcement help.

Project directors also were asked what services and materials they felt most in need of "at this point of the project" (the third quarter).

The most often cited request (made by 55% of the directors) was for help with program management (planning, recruitment, training and management of volunteers, student recruitment, evaluation, record-keeping, tracking, exploring alternative staffing patterns, avoiding or overcoming burn-out, budget expenditure forecasting).

Half of the directors asked for help regarding materials (good cassette materials for auditory learners, ESOL materials, GED materials, computers and computer software, audio-visuals for learners, more supplemental materials in the form of workbooks, more bibliographical information about low reading level, high adult interest level materials, materials other than Laubach and LVA-produced, films).

Approximately 30% of the directors wanted more help with publicity and recruitment, on both statewide and local levels. Approximately 17% asked for help with each of the following: obtaining/soliciting funding, meetings and/or information and idea sharing network among directors, clearer and more specific guidelines and directives, suggestions and clarification regarding coalitions.

There is no question but that the California State Library has initiated a significantly unique statewide adult literacy project of proportions not heretofore attempted by a North American library system. The California Literacy Campaign has succeeded in its first nine months of existence in:

1. Increasing public awareness of illiteracy on both statewide and local levels, by initiating CSL awareness and literacy information efforts and by enabling local projects to initiate effective public awareness and literacy information efforts.

2. Encouraging public libraries to take leadership roles in combatting adult illiteracy by establishing tutorial and instructional programs based on specific needs of the targeted student populations and by initiating or enlarging community referral and information services in cooperation and collaboration with other community groups and agencies.

3. Developing literacy-specific community and/or neighborhood coalitions and partnerships to foster broad-based and continuing community support for library literacy projects and other adult literacy programs and opportunities in the communities.

4. Recruiting and training significant numbers of basic literacy and ESOL (English for Speakers of Other Languages) tutors, with emphasis on an eclectic approach to methods and materials and meeting student-defined literacy goals.

5. Recruiting, tutoring and referring significant numbers of basic literacy and ESOL students, with emphasis on individualizing the instruction as much as possible, to meet the students' special needs and interests.

The degree to which the above has been accomplished is largely unknown. Further evaluation is needed to determine other than cursory estimates of both qualitative and quantitative success. The study did show that both students and tutors seem genuinely satisfied with their involvement in and accomplishments through the Campaign.

Additional "start-up" work needs to be done to:

1. Assure the community-specific nature of the design, planning, operation and evaluation of the community literacy programs.

2. Establish permanent local structures to continue the literacy services initiated by the libraries.

Emerging Issues and Concerns

A number of issues which are very basic to any adult literacy project have been raised in this report. It would seem appropriate to discuss a few of them here, before going on to the final set of recommendations.

Clarification of Terms

The Campaign has done an excellent job of beginning to raise general public awareness about adult literacy concerns. One probable reason for early success in this area is the standardization of publicity materials (a common logo, an official color, suggested layouts for business cards, posters and other items). The purpose of a standardized use of Campaign publicity materials was to keep the Campaign "clearly recognizable as the one-and-only California Literacy Campaign, thereby maximizing its impact." The general public was seeing the same logo and general format from both state and local CLC levels, seeing them frequently and becoming aware of the meaning of literacy and the existence of the California Literacy Campaign.

The same deliberation needs to be undertaken in defining the purpose of the Campaign and the common terms being used by both the State Library and the local library literacy projects so that all participants--the general public, adult literacy students, library staff, tutors, coalitions, working partners--have the same general understanding of the CLC.

For example, what is the mission statement--the officially adopted, clearly written description of the role and purpose--of the California Literacy Campaign? (Why does the CLC exist? For whom? How does it serve them? What principles and philosophy underlie Campaign activities?)

The following have all been used by the State Library to describe the Campaign:

> The California Literacy Campaign...is developing on the foundation of grassroots, community-based programs that are putting a maximum priority on helping more adults learn to read

> and write English.(10/12/84)
>
> The purpose of the California Literacy Campaign is to lay the groundwork for a state and statewide long-term structure that will reach and help adults in California attain an English-language ability they want and need. The Campaign will significantly increase the number of literate adults in California. (no date, but 1983 likely)
>
> The California Literacy Campaign...is directed toward developing and coordinating community-based literacy services in the English language to an estimated 20% of the adult population. It complements existing services of the State Department of Education and the volunteer sector by fostering working partnerships at the local level. It takes an eclectic approach toward the materials and methods that are used to meet the needs of adults. It is making a major effort to inform all Californians about the nature and extent of adult literacy in the state and suggesting ways they can help reduce it in their communities. (7/19/84)

The above statements are good and they all agree to a point. The Campaign has evolved enough, however, that it should be possible to develop a mission statement that will adequately describe both the overall Campaign and the relationship of the local projects to the statewide effort.

Coalition is an example of an obviously important term which is used by both State Library staff and local project staff, but for which there seems to be no clear, universally accepted definition. Materials prepared by the State Library have again defined or discussed the term in a variety of ways:

> Coalitions and partnerships with existing and/or potential providers, interested groups, and others who can participate in the effort and help reach the adult illiterate... (9/2/83)
>
> ... a local Steering Committee or Coalition...(9/2/83)
>
> ...describe each coalition or partnership that will be necessary to support the local program and implement its activities....include:
>
> a. a plan for forming a coalition...
> b. ...how each coalition representative will specifically contribute to solving the problem of adult illiteracy;
> c. an array of public and private (for-profit and not-for-profit) agencies...

> d. ...how such a coalition or partnership will serve to mobilize...support. (10/12/83)
>
> ...Coalition(s) members... (1/84)
>
> ...public sector/private sector partners for each local coalition... (1/84)

Nor did the local projects have a clear understanding of coalition. The abstracts from project applicants seemed to define coalition as: literacy councils, partnerships, city agencies, primary partners, advisory committee, information network, steering committee, cooperative effort, liaison, community advisory committee on literacy, coalition approach, community-based board.

Because the State Library did not want to limit the local projects' flexibility in setting up structures which would be suitable to a particular community, a somewhat ambiguous definition was needed. But some structure to the definition was needed, too.

Still another problem is the meaning of coalition used by already-existing literacy-interest groups. For example, the national Coalition for Literacy is "a group of organizations, each with a deep commitment to work toward the eradication of illiteracy." Members of the Coalition for Literacy include national educational, library, volunteer literacy, business and advertising groups. Some cities and states also have set up what they are calling literacy coalitions.

Other terms which need clarifying include but are not limited to: community-based, functional literacy, student, target population, active tutor, working partner, networking.

Functional or Conventional Literacy?

It would seem from materials prepared by the State Library that local projects are being encouraged to recruit the more difficult-to-reach students and to shape each project's services to meet student-defined needs. For instance, the "Checklist of Criteria" sent to grant applicants included the following criteria:

> willingness to pursue flexible, imaginative and eclectic methods and materials for teaching literacy.
>
> commitment to widespread, imaginative, non-traditional publicity that effectively reaches illiterate adults.

Further, the State Librarian urged all grant recipients to "solicit the advice and help of the adult illiterates themselves in your community(ies) in the planning, design and evaluation of your services to them."

From the above, it could be assumed that the Campaign designers were hoping to encourage what Hunter and Harman had defined as functional literacy (see page 12 for definition). The information provided by students, tutors and project directors indicates, however, that in the first eight months of the Campaign, most programs were instead offering conventional literacy instruction.

Perhaps each project must make its own decision about its definition of literacy and the type of literacy skills it can offer. The sooner those decisions are made--and the students' opinions and needs should heavily influence the decisions--the more accurately students can be recruited and tutors can be trained.

What is a Successful Student?

The State Library wisely urged projects not to define student success only by formal testing and grade-level reading achievements: "The attainment of literacy (what constitutes a literate adult) may be 'defined' by the local program or it may be defined by the student. Elaborate testing methods are less important than a focus on the student's assessment of competencies he/she acquired in order to function better."

At the time of this study, few projects had determined either what constituted success for their students or how success would be ascertained. It was impossible to determine if any projects had solicited student opinions about literacy needs before beginning to train tutors. Project directors are faced with a dilemma: How can they compare their projects' success to other community literacy and adult basic education programs if they do not do some kind of formal testing? On the other hand, what types of informal assessment of student success could be undertaken which would be appropriate to their students, credible to the community and manageble from tutors' and project staff members' viewpoints?

Such multiple indicators of success as reading level (measured by as brief an instrument as possible) and increased employability (got first job, was promoted) and personal literacy goals achieved (wrote a letter to family member or teacher, registered to vote, passed written driver's license test) might be one approach to this evaluation problem. Developing the measurement instrument would need to be fairly exploratory at first. A random sampling technique could be utilized to explore students' current achievements and goals, from which the actual instrument could be developed.

The first step required is for projects to ascertain from the students the students' perceptions of functional literacy and success.

CLC projects would do well to consider evaluation indicators used by other literacy and/or ABE projects to measure student success. Student academic success is most often measured by pre and post test scores and grade level gain per instructional hour. Success in meeting students' personal and job-related goals can be measured by student objectives for enrolling in the project, short and long-term goals met, documented counseling conferences, tutor report forms, reported and observed participant societal and economic achievements, the number or percentage of students attaining their short and long-term goals. Other indicators of success would include: comparison of the projects' attrition and "graduation" rates to those of other adult education programs for the undereducated; the numbers of persons going on to formal ABE, GED and job-training programs; the successful use in the community of competency and problem-solving skills learned in literacy project tutoring sessions or other project learning activities.

Training in Goal-Setting

There were several indications from students and tutors that they needed training in and help with setting student goals. The training should cover how to set and modify goals, as well as measuring progress toward goal achievement. Tutors (or whoever assists students to set goals) should:

1. involve students from the beginnng and throughout the process;

2. teach to the students' strengths, not to weaknesses;

3. use small steps to reach the goal (students must feel that some progress is being made) and go neither too slowly (boring and insulting) nor too quickly (frustrating and discouraging);

4. work out with each student who will do what, when and where (contract);

5. set goals that are reasonable, manageable, meaningful to the student and achievable.

Tailoring Resources to Student Needs and Interests

The CLC study found that: 1) many students would prefer to have more frequent and longer lessons; 2) most students are willing to experiment with alternate types of instruction, including computers, videotapes, and so on; 3) most students said they are willing to try some small group work and participate in field trips.

The CLC projects need to risk experimenting with alternate materials and activities in an effort to meet the students' need for acquiring literacy skills as quickly as possible. Some studies have found that adults who have classes twice a week progress three times more quickly than those with once-a-week sessions. How much could current literacy students achieve if, for every hour spent with a tutor, he or she spent 3 hours in other complimentary and reinforcing learning activities?

Recommendations Regarding Services Provided by the CSL

Recommendation #1: More clearly define the mission, guidelines, criteria and components desired in CLC literacy projects.

The CSL needs to further clarify the CLC mission so as to more adequately respond to the following questions:

Who is to be served? (Who is the "student" and what is the "target population?")

To what end is the student being served? (Is the student to achieve "functional literacy" or "conventional literacy"?)

How is the student to be served? (What methods are to be used, who is to apply them and where are they to be applied?)

The answers to all three questions hinge on the response to the second question. Some CSL pronouncements seem to favor emphasis on "conventional literacy" while others seem to enphasize pursuit of "functional literacy". The decision with regard to emphasis will impact on the answer to the third question, particularly with regard to designing "community-based" programming. A more "conventional" definition of literacy implies "community" in the broader and more formal sense of the term (i.e. township, city, county). A more "functional" definition implies "community" in the narrow and less formal sense of the term (i.e. neighborhood, tribe, South Side). Dependent upon the definition of "community", the "target population" will be determined, with further implications as to the specific content and processes of the programming effort.

The recommendation, in keeping with CLC's emphasis on innovation and eclecticism, is to test its mission in the most general terms possible, but to then encourage and require each project to more specifically delineate its mission within the perimeters of the CLC mission.

Such activity will not likely be possible, however, without CSL provision of orientation and training to program directions in this area (such as that provided by the Grantsmanship Center, based in Los Angeles).

Recommendation #2: Formalize the criteria, format and process for determining and reporting student "success".

Multiple indicators of success, both qualitative and quantitative, should be encouraged, as discussed earlier. Both individual student and program summary reporting forms should be developed, with basic reporting categories and guidelines, while allowing for specificity as to student achievements and barriers to achievement. A regular reporting period (i.e. quarterly) should be adhered to, with reporting required for continuation of project funding. Throughout, the emphasis should be on student progress and problems with respect to "literacy", however it is defined.

The design and implementation of a summative evaluation component would be greatly enhanced by participation of project directors in the development process. Some projects have already developed such mechanisms, although their effectiveness is not yet known.

Project directors would be more inclined to use such mechanisms if they are involved in their development.

The B. Dalton Literacy Program Effectiveness Project, based in Minneapolis, has developed some good guidelines in this regard and could perhaps assist CSL in developing a system for determining and reporting student success that would meet CSL needs. Such a system has yet to be developed for use on a large scale with literacy programs, but such is essential for determining program effectiveness at both the local and state levels of CLC.

Recommendation #3: Develop a format and guidelines for gathering formative evaluation data.

Formative information includes such data as numbers of students recruited and tutored, demographic characteristics of tutors and students and so on. CSL needs to decide which information is important to know, develop a standard reporting system, then require regular submission of of these reports, also. (Once again, the Grantsmanship Center has excellent offerings in this area, including publications). Formative accountability mechanisms are needed in order for CSL to be able to determine program effectiveness and cost effectiveness.

Recommendation #4: Provide a longer "start-up" period for projects.

It would seem more reasonable to think of 1 1/2 to 2 years as the time needed to accomplish all the tasks the first 27 projects attempted to do in 9 months. One approach would be to design a three-year project implementation plan which would include provision of 100% of the project funds the first year, perhaps 75 to 80% of the original level of funding the second year, then dip to perhaps 50% or even 25% of the original funding level in the third and final year of CSL funding support. Such a staggered time table would better enable project staff to develop the local funding base needed for project continuation. (The above are just rough amounts. The realistic percentage amounts should become quite clear near the completion of the second year of current project operations.)

Recommendation #5: Increase the levels and expand the nature of technical assistance offered to projects and include project operators in the design and implementation of these technical assistance efforts.

Many fundamental literacy project problems and components seemed to have been addressed by CSL-provided technical and consultative services. An additional, emerging need might be for consultative services provided by nontraditional community-based adult literacy projects (for example, projects associated with or aided by the Association for Community Based Education). As reported earlier, project directors have, in many cases, a clear idea of what they need in technical assistance.

The programmatically-related technical assistance should be more readily available to project directors, assuming they know what they want and CSL can provide the equipment, materials and personnel needed to train literacy program staff. Development of management-related technical assistance will require more time and creative effort to plan and put into effect.

It is recommended that CSL meet with CLC project managers to determine and prioritize management-related technical assistance needs, then develop strategies for exploring and acquiring resources which will meet those needs.

Given the lack of experience and expertise among project directors in the area of management, some formal orientation and training will be needed, but the primary need probably is for resources which can be tapped by directors when they run into operational problems or which can be applied by CSL based on its review of quarterly reports.

The directors demonstrated a number of management strengths in the successful start-up of their programs, but they do need assistance in sustaining program operations, refining organizational mission, developing operational accountability and improving the program delivery system so as to ensure that more students attain and increase their literacy skills.

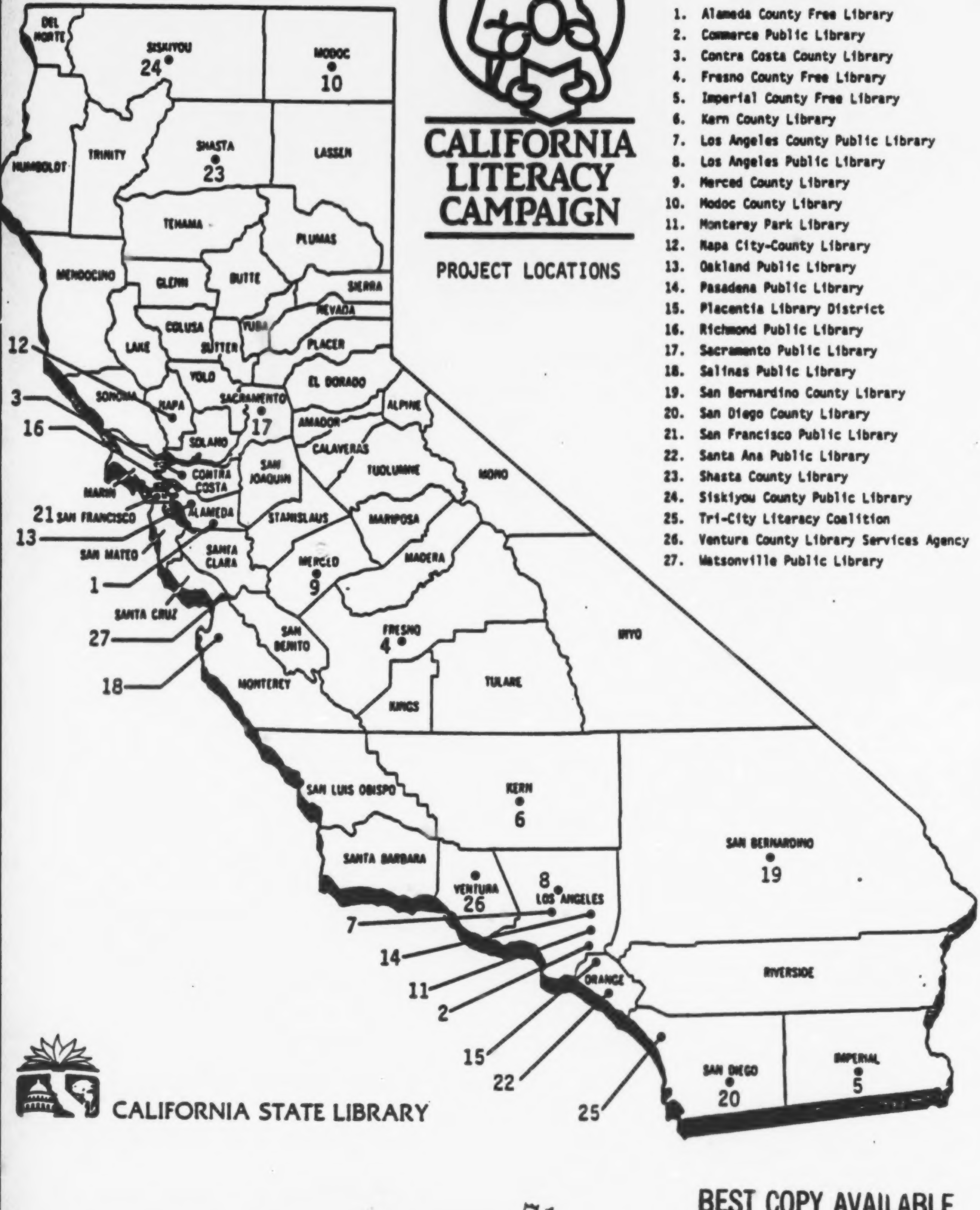
APPENDIX

CALIFORNIA LITERACY CAMPAIGN

PROJECT LOCATIONS

Name of Library

1. Alameda County Free Library
2. Commerce Public Library
3. Contra Costa County Library
4. Fresno County Free Library
5. Imperial County Free Library
6. Kern County Library
7. Los Angeles County Public Library
8. Los Angeles Public Library
9. Merced County Library
10. Modoc County Library
11. Monterey Park Library
12. Napa City-County Library
13. Oakland Public Library
14. Pasadena Public Library
15. Placentia Library District
16. Richmond Public Library
17. Sacramento Public Library
18. Salinas Public Library
19. San Bernardino County Library
20. San Diego County Library
21. San Francisco Public Library
22. Santa Ana Public Library
23. Shasta County Library
24. Siskiyou County Public Library
25. Tri-City Literacy Coalition
26. Ventura County Library Services Agency
27. Watsonville Public Library


DEL NORTE
SISKIYOU
24
MODOC
10
HUMBOLDT
TRINITY
SHASTA
23
LASSEN
TEHAMA
PLUMAS
MENDOCINO
GLENN
BUTTE
SIERRA
NEVADA
COLUSA
YUBA
LAKE
SUTTER
PLACER
12
YOLO
EL DORADO
3
SONOMA
NAPA
SACRAMENTO
17
ALPINE
16
SOLANO
AMADOR
CALAVERAS
MARIN
CONTRA COSTA
SAN JOAQUIN
TUOLUMNE
MONO
21 SAN FRANCISCO
ALAMEDA
STANISLAUS
MARIPOSA
13
SAN MATEO
SANTA CLARA
MERCED
9
MADERA
1
SANTA CRUZ
27
SAN BENITO
FRESNO
4
INYO
18
MONTEREY
TULARE
KINGS
SAN LUIS OBISPO
KERN
6
SAN BERNARDINO
19
SANTA BARBARA
VENTURA
26
8
LOS ANGELES
7
14
11
2
ORANGE
RIVERSIDE
15
22
SAN DIEGO
20
IMPERIAL
5
25

CALIFORNIA STATE LIBRARY

BEST COPY AVAILABLE

STUDENT INTERVIEW GUIDE

We'd like to begin by asking about your experience as a student in the library literacy project.

A. Experience as a Literacy Student

1. Are you being tutored (taught) in the library literacy project now?

    a. ( ) Yes
    b. ( ) No
    c. If no, are you:
        ( ) Waiting for your first tutor/teacher?*
        ( ) Waiting for another tutor (a new tutor)?**
        ( ) Not able to take reading lessons at this time? Would you mind telling us why?
        ____
        ____
        ( ) Other (specify)______________________
    d. If you are waiting for a tutor, how long have you been waiting? ______________________

2. Why did you decide to take reading lessons? __________
____
____

3. Are there some things in particular you wanted to read or write? (What do/did you hope to accomplish?) __________
____
____

3a. In your judgement, how far along are you in accomplishing these goals? ______________________
____
____
____

4. Are the reading lessons helping you in any way?__________
____
____

* IF STUDENT HAS NEVER BEEN TUTORED IN THIS PROJECT, skip to SECTON B.

** IF THE STUDENT HAS BEEN TUTORED BEFORE IN THIS PROJECT AND IS WAITING FOR A NEW TUTOR, ASK STUDENT TO ANSWER THE NEXT QUESTIONS WITH REGARD TO HIS/HER LAST TUTOR.

SIG 2

5. What do/did you like best and find most helpful about your reading lessons? ______________________________
____
____

6. Have there been some frustrating and disappointing things about your reading lessons? ____________________
____
____

7. What can you read or write now that you couldn't before coming to the library literacy project? ____________
____

8. When you first got into the program, what were you told about your tutor before you met him/her? ____________
____
____

9. What else would you like to have been told? Why? _____
____
____

10. How would you rate the overall job your tutor is/was doing?

a. ( ) Excellent
b. ( ) Very good
c. ( ) Good
d. ( ) Not very good
e. ( ) Poor

11. How could your tutor be/have been more helpful to you?
____
____

12. How often do you meet with your tutor? On what days?
__________ times a week on ____________________(days)

13. Usually, how long is each lesson? __________ hours

14. Where do you have your lessons (location)? __________
____

SIG 3

15. Are your lessons held during the:

a. ( ) Morning
b. ( ) Afternoon
c. ( ) Evening
d. ( ) Night (i.e, graveyard shift)

16. Would you prefer to meet:

a. ( ) More often HOW OFTEN? ______________________________
b. ( ) Less often
c. ( ) Same as now

17. Would you prefer to meet at a different place?

a. ( ) Yes
b. ( ) No
c. If yes, where?: ______________________________
why?: ______________________________

18. Would you prefer to meet at different times and/or on different days than you are meeting now?

a. ( ) Yes
b. ( ) No
c. If yes, when?: ______________________________
why?: ______________________________

19. How would you rate the book(s) and other materials you are using?

a. ( ) Excellent
b. ( ) Very good
c. ( ) Good
d. ( ) Not very good
e. ( ) Poor

20. What kinds of materials or lesson activities might be more helpful to you? Why? ______________________________
____
____

SIG 4

21. What are the obstacles to your reading lessons? By obstacales we mean problems that make it hard for you to attend lessons, study, etc. (i.e. work a swing shift, no day care, family makes fun of me trying to learn):_______
____
____

Now we want to ask about the overall project and get some of your ideas for improving this reading program.

B. Experience with the Literacy Project

1. How did you first hear about the library literacy project's tutoring program? ____

2. In some literacy programs, students can take lessons in several ways in addition to having your own teacher. Which of the following extra ways of learning would you be willing to try now? (You'd still have your own teacher.)

   a. ( ) Small group (no more than 6 in a group)

   b. ( ) Class (7 to 20 people)

   c. ( ) Computer (for example, use a computer at the library)

   d. ( ) Tape recorder (to use at the library or at home)

   e. ( ) Television (to watch special TV programs at home)

   f. ( ) Video tapes (to watch them at the library, for example)

   g. ( ) Films (to watch at the library)

   h. ( ) Field trips (to go special places with your teacher, so you can practice new reading/speaking skills, for example to the zoo, the post office, the grocery store)

   i. ( ) Other? ____

SIG 5

3. Have you done any of the following for the literacy program:

   a. ( ) Told family and/or friends about the program

   b. ( ) Referred other students to the program

   c. ( ) Put up posters

   d. ( ) Handed out brochures

   e. ( ) Been interviewed on TV

   f. ( ) Been interviewed on radio

   g. ( ) Been interviewed for a newspaper article

   h. ( ) Spoken to groups about your reading needs and experiences with this program

   i. ( ) Served on a committee (specify) ______________

   j. ( ) Attended student meetings

   k. ( ) Attended meetings for students and tutors

   l. ( ) Helped to orient (introduce) new students to program

   m. ( ) Visited/called a legislator or other official about the reading program

   n. ( ) Written to a legislator or other official about the reading program

   o. ( ) Spoken to/role played for new tutors at their tutor training workshop

   p. ( ) Other (specify) ______________________________

4. Do you have a library card?

   a. ( ) Yes
   b. ( ) No
   c. ( ) If yes, did you have a library card before coming to this literacy program? ____________________

SIG 6

5. Since coming to this library program, have you:

   a. ( ) Checked out a library book
   b. ( ) Checked a record or tape out of the library
   c. ( ) Visited the library on your own
   d. ( ) Visited the library with your tutor or class

You'll probably be glad to know that I'm almost done with my questions!

C. Previous Educational Experience

1. What was the last grade you completed in school? __________

2. Did you ever work with a tutor before entering this program?

   a. ( ) Yes
   b. ( ) No
   c. ( ) If yes, would you tell me about it? _____________
   ____
   d. ( ) If yes, did you have to pay for the lessons? ___
   e. ( ) If yes, did you have to pay for the books? _____

D. Personal Information

1. What is your sex:

   a. ( ) Male
   b. ( ) Female

2. How old are you? ____________ years

3. What is your marital status?

   a. ( ) Married
   b. ( ) Single

4. Are you currently:

   a. ( ) Employed (answer remaining items in this section with regard to present job(s))
   b. ( ) Not employed (skip to Item 7)
   c. ( ) Retired (Answer remaining questions in this section with regard to your primary career job)
   d. ( ) Other (i.e. housewife, house husband) specify:
   ____

5. What kind of work do/did you do? __________________________
____

SIG 7

6. What is the average number of hours you work in a week?
____

7. Are you the primary wage earner in your family?

   a. ( ) Yes
   b. ( ) No

8. What is your household's (family's) approximate total yearly income? ____________________

9. Are you receiving any public assistance (i.e. unemployment, medical, AFDC) ____

10. FOR NON-ENGLISH SPEAKERS ONLY: What is your native language? _________________________

THANK YOU VERY MUCH for answering these questions. It will help the library reading program to do a better job of helping you and your teacher(s) and other adults who want to learn to read.

Good luck with your lessons!

lane/lcw/84

TUTOR QUESTIONNAIRE

Instructions: Please read each item carefully and completly before you begin marking your answers. Please check every item that applies in the spaces provided, like this: (✓).

Some questions are open-ended and will require you to write answers ranging from a few words to perhaps several lines' worth. Please be as specific as possible.

Please do not use blue ink. If you use a pen, red or black ink is fine. If you use a pencil, a #2 is good. Change any answers you need to, in any way that seems feasible to you.

1. Are you tutoring in the library literacy project now?

   a. ( ) Yes
   b. ( ) No
   c. If no, are you :
      ( ) Waiting to be assigned your first student
      ( ) Waiting for another student (a new student)
      ( ) Not able to tutor at this time
      If not able, please explain why: ____________
      ____
      ( ) Other (please specify): ____________
   d. If you are waiting for a student, how long have you been waiting? ____________________

2. Why did you decide to become a tutor? ____________
____
____
____

3. How long was your first tutor training workshop? ______hrs

4. Overall, would you evaluate your initial tutor training workshop as:

   a. ( ) Excellent
   b. ( ) Very good
   c. ( ) Good
   d. ( ) Not very good
   e. ( ) Poor
   f. ( ) Other (specify):
      ____
      ____

5. When were you matched up with a student?

   a. ( ) Prior to pre-service training (tutor workshop)
   b. ( ) During pre-service training
   c. ( ) Within 2 weeks after the pre-service training
   d. ( ) Within 3 to 6 weeks after pre-service training
   e. ( ) Within ______ weeks after pre-service training
   f. ( ) Never
   g. If never, if a student were found for you now would you be willing to tutor?

      a. ( ) Yes
      b. ( ) No

6. Which of the following were you asked to do:

   a. ( ) Tutor one student at a time (one-on-one)
   b. ( ) Teach a small group (usually 2 to 6 persons)
   c. ( ) Teach a class

IF YOU HAVE NEVER TUTORED IN THIS LIBRARY LITERACY PROJECT, PLEASE SKIP TO QUESTION 42 NOW. THANK YOU.

7. Are you being paid to tutor?

   a. ( ) Yes
   b. ( ) No

8. Are you teaching:

   a. ( ) One student at a time
   b. ( ) A small group (2 to 6 persons)
   c. ( ) A class (7 or more persons)

9. Right now, what is the total number of students with whom you are working? ______ students

10. Based on your tutoring experience, what were some of the most helpful things you learned or did in your tutor training workshop? ____________________
____
____

TQ3

11. Based on your tutoring experience, what do you wish had been included in the tutor training workshop that was not?

____

____

____

12. Was your knowledge of how to teach reading evaluated prior to your beginning to tutor?

a. ( ) Yes. If yes, how? ______________________________

____

b. ( ) No. If no, would you have objected to some type of brief evaluation of your skills/ability to teach?

( ) Yes
( ) No
( ) Don't know for sure

13. Have you attended any tutor inservice training sessions?

a. ( ) Yes
b. ( ) No (If no, PLEASE SKIP TO QUESTION 18 NOW.)

14. How many inservice sessions have you attended? __________

15. What topics do you recall being covered? _______________

____

____

16. What overall rating would you give to the inservice session(s) you attended?

a. ( ) Very helpful
b. ( ) Helpful
c. ( ) Not very helpful
d. ( ) Not at all helpful
e. ( ) Other (please explain): ______________________

____

____

17. What could have made the inservice sessions more helpful to you? ____

____

____

TQ4

18. You received some information about your student(s) before you began to tutor. For each item listed below, please answer both questions. Answer by circling the correct letter and number. The codes to the letters and numbers are:

Y = Yes
N = No

1 = Very important
2 = Important
3 = Somewhat important
4 = Not very important
5 = Not at all important

ITEMS:	Did you receive this information before beginning to tutor?		How important is it to you to receive this information before beginning to tutor?				
a. Name, address and phone number	Y	N	1	2	3	4	5
b. Marital status	Y	N	1	2	3	4	5
c. Job status	Y	N	1	2	3	4	5
d. Vocational goals	Y	N	1	2	3	4	5
e. Previous education	Y	N	1	2	3	4	5
f. Personal interests	Y	N	1	2	3	4	5
g. Reading level	Y	N	1	2	3	4	5
h. Reading strengths and weaknesses	Y	N	1	2	3	4	5
i. Reasons for wanting to learn to read	Y	N	1	2	3	4	5
j. Reasons for wanting to learn to write	Y	N	1	2	3	4	5
k. Suggested starting place in text or other materials	Y	N	1	2	3	4	5
l. Suggested supplementary materials and techniques	Y	N	1	2	3	4	5
m. Suggested meeting places and times	Y	N	1	2	3	4	5
n. Other (specify) ________________	Y	N	1	2	3	4	5

19. Do you think you should have received more information about your student(s) prior to tutoring?

    a. ( ) Yes
    b. ( ) No
    c. If yes. what additional information should you have received and why? Be as specific as possible:

    ____
    ____
    ____
    ____

20. How many hours of tutoring have you given to the library project? ______ hours

21. About how many hours of preparation do you spend for each tutoring session? Approximately ______ hours

22. What is the total number of students you have tutored (including present student(s)) with this literacy project? ___________ students

23. For how much longer do you expect to tutor?

    a. ( ) Indefinitely
    b. ( ) ______ months
    c. ( ) Don't know
    d. ( ) Other (specify, please): ____________________

24. What have been some of the greatest satisfactions you have received from your work as a tutor? ____________________
    ____
    ____
    ____

25. What types of frustrations or disappointments have you experienced during your work as a tutor? _______________
    ____
    ____
    ____
    ____

TQ6

26. How long did it take you to establish the rapport necessary for your most recent student to beging making progress in reading? ____________________

27. Did you have difficulty in establishing this rapport?

a. ( ) Yes
b. ( ) No
c. If yes, what were the problems and how did you overcome them? (Be as specific as you can.) ____________________
____
____
____

28. How often do/did you meet with your student(s)? On what days? ________times a week on ____________________(days)

29. Usually how long is/was each session? ____________________

30. Where do/did you meet for the tutoring? ____________________
____

31. When are/were most of your lessons held:

a. ( ) Morning
b. ( ) Afternoon
c. ( ) Evening
d. ( ) Night (i.e. graveyard shift)

32. Would you prefer to meet:

a. ( ) More often
b. ( ) Less often
c. ( ) Same as now
d. If more often, how often? ____________________

33. Would you prefer a different meeting place (tutoring site)?

a. ( ) Yes
b. ( ) No
c. If yes, where: ____________________
why: ____________________

34. Would you prefer to meet at different times and/or on different days than you are/were meeting?

a. ( ) Yes
b. ( ) No
c. If yes, when: ______________________________
why: ______________________________

35. What texts, workbooks and other materials do you use on a regular basis? Please list by name and describe briefly:

Name	Description

36. What kinds of materials or lesson activities might be/have been more helpful to your student(s), in your opinion?

____

____

37. Do/did you include any of the following on a regular basis in your lessons:

a. ( ) Dictionary skills
b. ( ) Duet reading (neurological impress method)
c. ( ) Field trips
d. ( ) Frierian techniques
e. ( ) Language experience story/approach
f. ( ) Math
g. ( ) Problem solving techniques
h. ( ) Phonics
i. ( ) Study skills
j. ( ) Teaching by newspaper
k. ( ) Tutor-developed strategies/materials
l. ( ) Other (specify) ______________________
m. ( ) Other (specify) ______________________

38. How did you work to meet your student's goals in your last 3 lessons? (Briefly describe goal(s) and how you guided your student(s) toward meeting it.) ______________________________
____
____
____

39. What can your student read now that he/she couldn't read when you first met? Please be specific: ________________
____
____

40. What can your student write now that he/she couldn't write when you first met? ______________________________________
____
____

41. Besides tutoring, are/were you involved in any volunteer activities or responsibilities for the library literacy project?

a. ( ) Yes
b. ( ) No
c. If yes, briefly describe activities or responsibilities:
____
____
____

42. How did you first hear about the library literacy project?
____
____

43. What is your sex:

a. ( ) Female
b. ( ) Male

44. What is your age? ______ years

TQ9

45. What is your race:

a. ( ) American Indian
b. ( ) Asian
c. ( ) Black
d. ( ) Hispanic
e. ( ) White
f. ( ) Other (please specify) ________________________

46. What is your marital status:

a. ( ) Married
b. ( ) Single

47. What is your current occupational status?

a. ( ) Employed (Answer remaining items about jobs with regard to present job(s), please)
b. ( ) Unemployed
c. ( ) Retired (Answer remaining items about jobs with regard to your primary career job, please)
d. ( ) Other (i.e. student, homemaker) specify ________

48. What is/was your job title and brief job description of same?
____
____

49. What is/was the average number of hours worked each week?
________ hours

50. Are you the primary wage earner in your family?

a. ( ) Yes
b. ( ) No

51. Is your household's total annual income:

a. ( ) Less than $5,000
b. ( ) $5,000 - 10, 000
c. ( ) $11,000 - 20,000
d. ( ) $21,000 - 30,000
e. ( ) More than $30,000

TQ10

52. What is the highest level of formal education you have achieved?

a. ( ) Less than 8 years
b. ( ) Less than 12 years but more than 8
c. ( ) Some college
d. ( ) Bachelor's degree with a major in ___________
e. ( ) Some graduate work
f. ( ) Master's degree in ___________________________
g. ( ) Other advanced degree (specify degree and major):
____

53. Have you taken any courses in either how to teach reading or in adult education?

a. ( ) Yes
b. ( ) No
c. If yes, how many such courses? ____________________

54. Have you had any teaching or tutoring experience other than as a tutor with this liteacy program?

a. ( ) No
b. ( ) Yes, ____ years teaching children as a volunteer
c. ( ) Yes, ____ years teaching children as a paid teacher
d. ( ) Yes, ____ years teaching adults (over 18) as a volunteer
e. ( ) Yes, ____ years teaching adults as a paid teacher
f. ( ) Other (specify number of years and in what capacity): _______years as a ______________

THANK YOU SO VERY MUCH for answering all of these questions for us. What you have shared will enable the library's literacy project to improve its services to students, tutors and the community as a whole.

LIBRARY LITERACY PROJECT DIRECTORS

QUESTIONNAIRE

Instructions: Please read each question entirely before beginning to answer it. Many questions have multiple answer possibilities. In such cases, please check all that apply (✓). To save you time, we have used as many check-type questions as possible. Some open-ended questions were inevitable, however. You do not have to answer with complete sentences if phrases will do. We are more interested in what you say than how you say it. If you need more room, please write in the margins or on the back of the questionnaire.

PLEASE HAVE THIS QUESTIONNAIRE COMPLETED AND MAILED (in the stamped, self-addressed envelope provided) WITHIN 48 HOURS OF RECEIVING IT. THANK YOU.

A. Current Size of Project

1. For each item, please provide numbers as of August 31, 1984:

ITEM:	NUMBER AS OF 8/31/84:
a. Total student inquiries	____________________
b. Total students referred	____________________
c. Total of all other inquiries	____________________

2. What were the most common reasons for referring students (i.e. out of service area, children, too advanced)? If you have numbers or percentages of students per referral type, please include.

____

____

____

____

3. To whom (what agencies or organazations) did you refer students most often? If you have numbers or percentages per referral, please include. ______________________________

____

____

____

PD1a

4. For each item, please specify numbers set in original objective, numbers as of August 31, 1984 and your best estimate of numbers to be reached by the end of your project's demonstration period:

ITEM:	NUMBER SET IN ORIGINAL OBJECTIVES:	8/31/84 ACTUAL:	ESTIMATED NUMBER BY END OF PROJECT DEMONSTRATION PERIOD:
a. Students tutored	______	______	______
b. Tutors trained	______	______	______
c. Learning sites (centers) set up	______	______	______

5. Briefly discuss why you think your project has been/has not been able to meet each of the above original objectives:

a. Students tutored: ______________________________
____

b. Tutors trained: ______________________________
____

c. Learning sites set up: ______________________________
____

A1. Project Management

1. What ongoing evaluation modes have you built into your project? Briefly describe. ______________________________
____
____
____
____

2. What major types of records are you keeping? ______________
____
____
____

PD1b

3. For the information you need to maintain the program and to make required reports, have you found the amount and type of your present records to be:

   a. ( ) Too detailed
   b. ( ) Not detailed enough
   c. ( ) About right
   d. ( ) Other (specify):______________________________

4. One means of estimating the cost-effectiveness of a project is to compute the volunteer hours contributed. What are your best estimates of:

   a. Total teaching hours contributed by trainers: ______ hrs.
   b. Total tutoring hours contributed by tutors: ______ hrs.
   c. Total hours contributed by coalition members: ______ hrs.
   d. Total other hours contributed: ______ hrs.
   (i.e. meetings, typing, phoning)

5. Did you base your answers in the previous question on:

   a. ( ) Actual project records
   b. ( ) Guesstimates
   c. ( ) A combination of both
   d. ( ) Other (specify): ______________________________

6. How much has your project received in financial contributions?
   ____

7. Do you have any estimate of the worth of such in-kind contributions as learning center sites, artwork, etc? (Be as specific as possible. __________________________________
   ____
   ____
   ____

8. When you compare what your project is offering to what other basic literacy providers are offering, do you see anything special or unique that the library literacy project is able to provide or accomplish? Please be specific. ____________
   ____
   ____
   ____
   ____

9. In your opinion, what have been some of the project's major accomplishments/contributions to the community? ________
   ____
   ____
   ____
   ____

PD2

B. Extent of Community Participation in the Library Literacy Project

1. Which of the following have officially/publicly endorsed your project? (Briefly indicate type of endorsement, please.)

	Group:	Type of endorsement:
a.	( ) City/local government	________
b.	( ) County government	________
c.	( ) Other adult literacy groups	________
d.	( ) Business/industry	________
e.	( ) Labor	________
f.	( ) Educational	________
g.	( ) Religious	________

2. Has a local coalition/neighborhood partners group been formed in each of the communities in which you are working?

a. ( ) Yes
b. ( ) No
c. If yes, how many coalitions? ________
d. If yes, How often does each coalition meet? ________
____
____

2a. Are all coalition members aware that one project objective is to become completely community supported (to be able to exist without either state or federal funds)?

a. ( ) Yes
b. ( ) No
c. ( ) Don't know for sure

3. How many of your coalitions are:

a. Basically a group that existed before ______
b. Basically a new group ______

PD3

4. Which of the following are represented on your coalition? Please indicate their major contributions to the project (i.e. refers students, provides learning sites, funds, brochures).

Group:	Major Contributions:
( ) a. City/local government	
( ) b. County government	
( ) c. Adult literacy students	
( ) d. Tutors	
( ) e. Laubach Literacy group	
( ) f. Literacy Volunteers of America group	
( ) g. Other adult literacy groups	
( ) h. School district/ABE	
( ) i. Community college/college/university	
( ) j. Labor	
( ) k. Business/industry	
( ) l. PIC (Private Industrial Council)	
( ) m. Men's service clubs	
( ) n. Women's service clubs	
( ) o. Ethnic/cultural groups	
( ) p. Employment office	
( ) q. Religious groups	
( ) r. Voluntary Action Center	
( ) s. Educators/teachers	
( ) t. Libraries other than project's sponsor	

THIS QUESTION IS CONTINUED ON NEXT PAGE

PD4

( ) u. Chamber of Commerce ____________________

( ) v. Vocational Rehabilitation ____________________

( ) w. Job training (CCC, JTPA) ____________________

( ) x. Public Health ____________________

( ) y. County Extension ____________________

( ) z. Youth ____________________

( ) aa. Correction/probation ____________________

( ) bb. Military ____________________

( ) cc. Sheltered workshops ____________________

( ) dd. Other ____________ ____________________

( ) ee. Other ____________ ____________________

5. At the completion of the project's demonstration period, how much of the project will the local community be willing and able to take over financially, in your opinion?

a. ( ) 100%
b. ( ) 75%
c. ( ) 50%
d. ( ) 25%
e. ( ) Other (specify): ____________________

6. At the completion of the project's demonstration period, what level of service will the community be willing and able to take on, in your opinion? ("Level of service" means all project activities--public awareness, training, teaching, support, management, etc.)

a. ( ) 100%
b. ( ) 75%
c. ( ) 50%
d. ( ) 25%
e. ( ) Other (specify): ____________________

PD5

7. What problems, frustrations or disappointments have you experienced in working towards total community support of the project? ____

____

____

____

8. What aspects/functions/activities of your project already are being carried out by the community, with little or no help from you? ____

____

____

9. How many learning sites does your project have? ________

10. How many are located in:

a. libraries ______

b. schools ______

c. churches ______

d. places of business ______

e. community centers ______

f. jail/prison ______

g. other:

__________ ______

__________ ______

11. How many learning sites are able to function on their own, with little help from you other than materials? ________

12. What groups have given you the most support in your efforts to make the project fully supported by the community?

____

____

PD6

C. Public Awareness and Student Recruitment

1. Which of the following types of news coverage have you been able to obtain:

a. ( ) Feature story without pictures
b. ( ) Feature story with pictures
c. ( ) Editorial
d. ( ) Letter to the editor
e. ( ) Workshop announcements, reports
f. ( ) TV news
g. ( ) TV talk show
h. ( ) Radio news
i. ( ) Radio talk show
j. ( ) Other (specify) ______________________________

2. Which of the following have you used to create general public awareness of your project/adult literacy concerns?

a. ( ) Posters (for building locations)
b. ( ) Bus/train/taxi/ posters
c. ( ) Brochures
d. ( ) Business cards
e. ( ) Bumper stickers
f. ( ) Pins/buttons
g. ( ) Store/library window displays
h. ( ) Fair/mall booths
i. ( ) Mailings with utilities bills
j. ( ) Other mailings (specify) ______________________
k. ( ) Sandwich boards
l. ( ) Other (specify) ______________________________

3. What student group(s) were targeted initially and how successful do you think the project has been in reaching each?

	TARGET GROUP:	VERY SUCCESSFUL:	OK:	POOR:
a.	____________________	( )	( )	( )
b.	____________________	( )	( )	( )
c.	____________________	( )	( )	( )

PD7

4. Which of the following have you used to recruite students:

a. ( ) Radio spot announcements/community service announcements
b. ( ) TV spot announcements/community service announcements
c. ( ) Radio talk shows/call-in shows
d. ( ) TV talk shows/call-in shows
e. ( ) Current students as recruiters
f. ( ) Posters
g. ( ) Hand-outs, fliers
h. ( ) Store/library window displays
i. ( ) Fair/mall booths
j. ( ) Mailings with utilities bills
k. ( ) Other mailings (specify): ____________________
l. ( ) Newspaper pictures/articles

5. Please describe briefly any widespread, imaginative, non-traditional publicity efforts undertaken to reach adult literacy students. Why did you decide to attempt each?

Publicity effort:	Why attempted:
____________________	____________________
____________________	____________________
____________________	____________________

D. Student Involvement in the Overall Project

1. To what extent have students (persons who are or were taking reading/English lessons through your project) been involved in the following literacy program activities? Rate involvement as follows:

1 = Very involved   2 = Some involvement   3 = Little or No Involvement

(Circle 1 number for each activity)

Activity:	Extent of Involvement:		
a. Initial planning	1	2	3
b. Orientation of new students	1	2	3
c. Recruitment of students	1	2	3
d. Referring students to program	1	2	3
e. Distributing posters, brochures	1	2	3
f. Interviewed by media	1	2	2
g. Speaking to groups, agencies	1	2	3
h. Training of tutors	1	2	3
i. Committee work (specify)______	1	2	3
j. Critiquing/selection of materials	1	2	3
k. Ongoing evaluation	1	2	3
l. Other (specify) ____________	1	2	3

PD8

2. Approximately what percent of your current students are:

   a. Basic literacy students ________%
   b. Learning English as a new language ________%

3. Approximately what percent of your current students, when they entered the program, were:

   a. At very beginning reading/speaking levels ________%
   b. At perhaps a grade 3 or 4 level of reading ________%

4. Approximately what percent of your current students are being taught:

   a. One-to-one only ________%
   b. Small group or class only ________%
   c. Both one-to-one and small group/class ________%

5. What kind of requests for help are you getting that you can't handle? ____
   ____
   ____

E. Support and Services provided by the State Library

1. What services/materials provided by the State Library have been particularly helpful to you? How or why? ____________________
   ____
   ____
   ____

2. What services/materials do you feel most in need of at this point in the project? Why? ____________________________
   ____
   ____
   ____

F. Personal Information

1. Sex:
   a. ( ) Male
   b. ( ) Female

2. Age: ________________ years

3. Race:

    a. ( ) American Indian
    b. ( ) Asian
    c. ( ) Black
    d. ( ) Hispanic
    e. ( ) White
    f. ( ) Other (specify): ____________________

4. Marital Status:

    a. ( ) Married
    b. ( ) Single

5. What is the highest level of formal education you have achieved:

    a. ( ) Less than 12 years
    b. ( ) 12 years
    c. ( ) Some college
    d. ( ) Associate degree, major: ____________________
    e. ( ) Bachelor's degree, major: ____________________
    f. ( ) Other undergraduate degree or certificate (please specify): ____________________
    g. ( ) Some graduate work
    h. ( ) Master's degree, major: ____________________
    i. ( ) Other advanced degree(s):
    Degree(s): ____________________
    Major(s): ____________________

6. Have you taken any university-level courses in either the teaching of reading or adult basic education?

    a. ( ) Yes How many courses? ____________
    b. ( ) No

7. Have you taken any certified courses from any adult literacy organization (i.e. tutor trainer certificate, LVA)?

    a. ( ) Yes (specify): ____________________
    b. ( ) No

8. What was your occupation immediately before you assumed directorship of the library literacy project? (title and brief job description): ____________________

____

PD10

9. Currently, what is the average number of hours worked each week: _________ hours

10. Did you have any teaching or tutoring experience with either adults or children before becoming director of the library literacy project? (specify)

a. ( ) Yes, with children ______________________
b. ( ) Yes, with adults ______________________
c. ( ) No

11. Did you have previous experience working with/within a library system (prior to becoming director of this project)?

a. ( ) Yes (specify) ______________________________
____

b. ( ) No

12. How did you first hear about the library literacy project?
____
____

13. What are some of the satisfactions/high points of your work as project director? ______________________________
____
____

14. What frustrations or disappointments have you experienced?
____
____
____

THANK YOU for your patient attention to this questionnaire.